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ABSTRACT

An inservice training guide for teacher educators and State Department staff to use with teachers, administrators, and other personnel responsible for vocational training of special needs students is presented, as part of Project SSAVE (Special Student Access to Vocational Education), in Tennessee. The guide, which was based on the evaluation of materials and methods used in Project SSAVE's inservice training sessions, consists of four sections. Section 1, inservice training preparation, contains information on honoring requests for inservice training, identification of personnel to conduct training, development of the agenda, physical logistics, preview of the agenda, and implementation of the inservice. Section 2, teacher inservice training, contains the objectives, materials, and visuals to be used in conducting the actual inservice training activities. Section 3, administrator/counselor inservice training, contains the same basic materials as Section 2, but also has other materials relevant to this target population. Section 4, the appendices, contains documentation of materials that may be useful in developing alternative or additional inservice training activities. These appendices include transparency masters on P.L. 94-142, a list of nine audiovisual materials, and local concerns of workshop participants from nine Tennessee school districts. Objectives of the teacher inservice training include: providing information concerning the needs and characteristics of and services for special needs students; and promoting understanding of the individualized education plan and vocational options for special needs students. (SEW)

# INSERVICE TRAINING GUIDE

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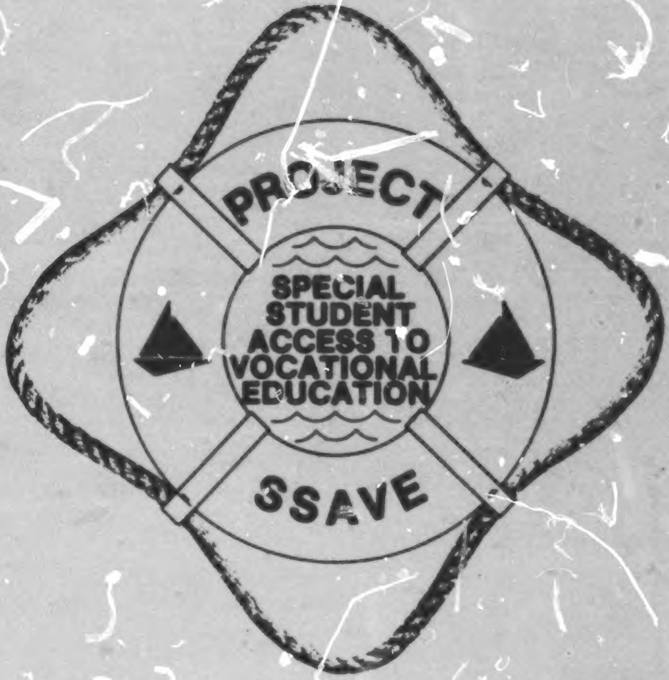
PROJECT
SPECIAL STUDENT ACCESS TO VOCATIONAL EDUCATION
SSAVE

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## OCR/VOC ED GUIDELINE

In compliance with the Executive Order 11246; Title II of the Educational Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, State, School rules, laws, regulations, and policies; the content of the Project SSAVE Inservice Training Guide shall not discriminate on the basis of sex, age, race, color, national origin, religion or handicap in the educational programs or activities which it operates.

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Former Project SSAVE staff members have also made significant contributions. They include Mr. Don King, Inservice Training Assistant, and Ms. Denise Hunter and Ms. Teresa Smith, former project secretaries.

Continued encouragement, support, and guidance for this project from several sources have greatly aided in the accomplishments made during this three-year period. First, the Tennessee State Department of Education-Division of Vocational-Technical Education has provided funding, evaluation, and guidance. Certain individuals from the State Department have particularly given time and encouragement. The project staff wishes to extend appreciation to Mr. Clyde Brown, Director of MOA and Exemplary Project; Dr. Bill Aiken, Director of Program Services, and Mr. Sam McClanahan, Special Needs Programs Specialist.

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Lastly, the staff would like to thank all of the vocational teachers who voluntarily participated in the inservice training sessions on strategies and materials and all school administrators who gave their time in the administrators' workshops. Without these persons, too numerous to mention, the content and strategies in this guide could not have been verified as a workable approach to staff development.

> *"Whatever the mind of man can conceive, it can achieve."*
>
> *Napoleon Hill*

# PREFACE

Out of the multitude of grants funded each year across the nation; out of the millions of dollars expended each year; out of the tens of thousands of reports; out of the reams of data; one would expect results from the labor, sweat, tears, and even love expended. However, each grant or project has to be evaluated on its own merits. Some end up being nothing more than a final report finding its due place in the middle of some filing cabinet in an over-taxed reporting office. Some projects yield short-term results and may fill their purpose. Other grants and projects find their way impeded by bureaucratic red tape and lack of future funding.

It is not without some degree of subjectivity that the Project SSAVE staff stand tall and proud behind the end product of the past years of effort. The two prime purposes of the Project SSAVE staff were to address the unique needs and concerns of vocational teachers in working with special needs students in their respective courses, and to develop content and methodologies suitable for assisting these teachers in accepting and assisting these special students to their rightful and productive places in the world of work.

This final document entitled Inservice Training Guide is nothing more than printed pages bound in a notebook. It cannot speak! It cannot show empathy! It cannot guide the attitudes and efforts of the teachers on the "firing line" in those vocational courses. But, when utilized by the minds and hands of those of you presently reading this preface, this training guide can come to life! You can use the materials contained within to provide the motivation, stimulate the attitudes, share the knowledge, and demonstrate the skills necessary to meet the real needs of a special group of students--a group of students asking only to be provided a chance to succeed!

Feel free to copy, adapt, adopt, and apply the content of this guide in the most worthwhile manner possible. Our only desire is for the special students to have the chance to become special citizens!

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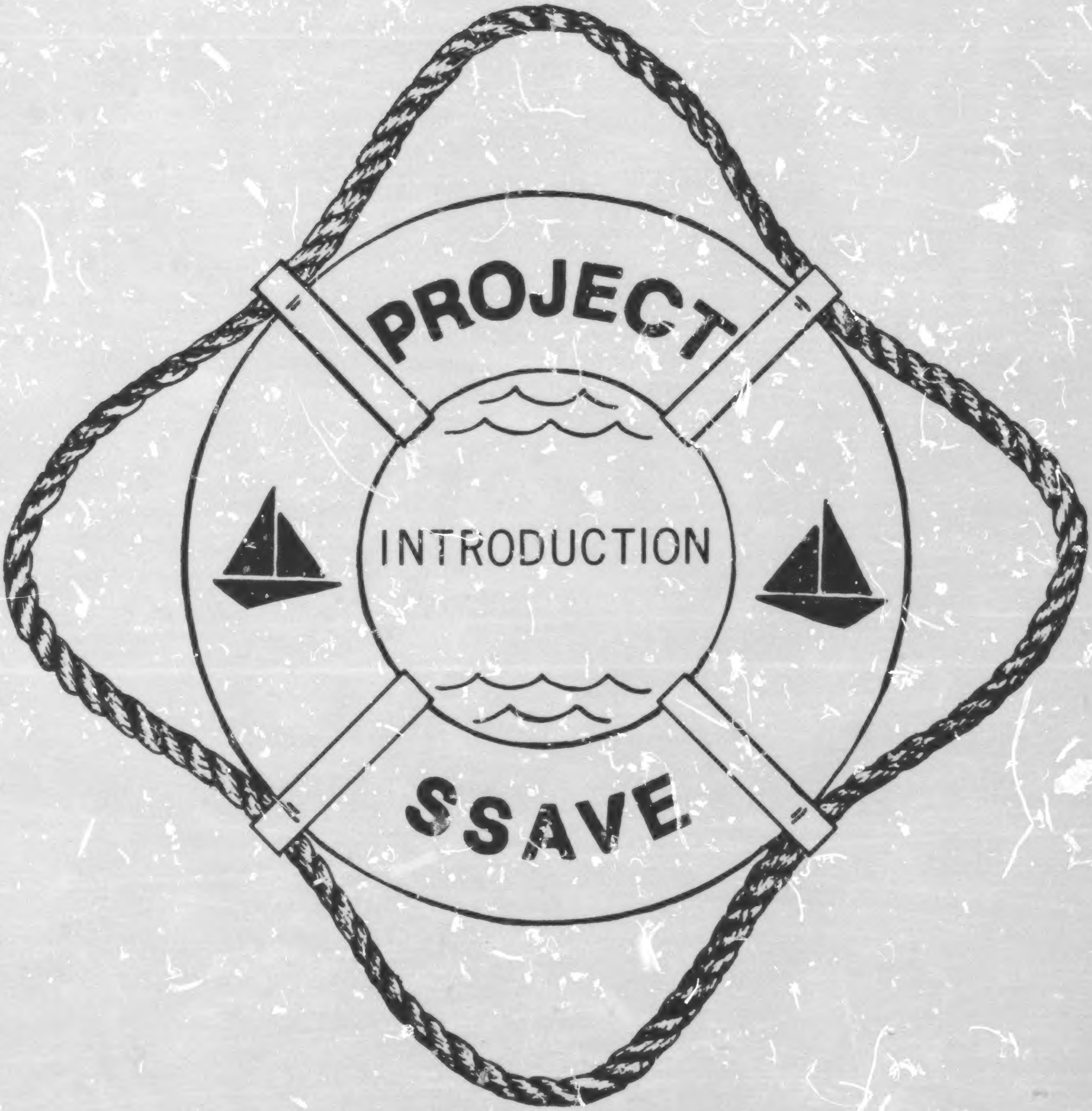
## INSERVICE TRAINING GUIDE

**I**f you are troubled about working with special kids,
**N**ow is the time to remove all the skids!
**S**trategies for teaching them help them go far.
**E**veryone plays the game, not everyone's a star.
**R**emove the barriers! You can if you try.
**V**ery special kids can make you laugh and cry.
**I**n your class they'll need your patience and aid.
**C**onquer your fears, you can teach them a trade.
**E**xciting experiences and memories you'll treasure,
  just give them a chance, and they'll provide pleasure.

**T**ake an interest in them, they will come through.
**R**each out for the different ones, they will relate to you.
**A**im high with your goals and what they can be.
**I**nteresting rewards are great, you'll see.
**N**ever have these special kids known success.
**I**n elementary school, they only knew stress.
**N**egative attitudes are replaced with positive action.
**G**reat things happen to bring satisfaction.

**G**enuine feelings of care and concern
**U**nite the teacher and students, who learn.
**I**ngenious ideas help the learning style.
**D**eveloping young minds may take a while.
**E**nergy, effort, love, sweat, and tears
  bring teachers memories to last through the years.


PROJECT
INTRODUCTION
SSAVE

# INTRODUCTION

> *"The most difficult barriers for handicapped people are not narrow doorways and rigid curbs, but narrow minds and rigid stereotypes."*
>
> *Henry Viscardi*

The State of Tennessee is committed to assisting teachers in developing the competencies necessary to provide appropriate education for their special needs students (those who are handicapped or disadvantaged). Inservice training for administrative, counseling, vocational education, and special education personnel is a high priority. The most challenging aspect of effective inservice training is breaking down the barriers of stereotyped thinking and restrictive attitudes toward special needs students. To facilitate this positive change, Project SSAVE (Special Student Access to Vocational Education) utilized a "multiplier approach" to inservice training. This approach involves the training of a number of key personnel who, in turn, train more personnel. Ideally, this process continues until all personnel have been trained. The multiplier approach is the basis upon which this Inservice Training Guide is written. Teacher educators and State Department personnel who provide inservice training may implement this guide with teachers, administrators, and other personnel responsible for vocational training of special needs students.

## National Perspectives

Educators nationwide are concerned with the practice of assigning special needs students to vocational teachers who have had little or no training in teaching such students. Special needs students must be given the opportunity to become productive members of the work world. The enrollment of special needs students in vocational education classes is inadequate, and there is still a long way to go before all eligible special needs students have appropriate vocational education programs provided for them.

Public Law 94-142, the Education for All Handicapped Children Act, requires that all handicapped children receive a free appropriate public education which includes vocational education. This law further requires that, to the maximum extent possible, handicapped students be educated with their nonhandicapped peers within the least restrictive environment.

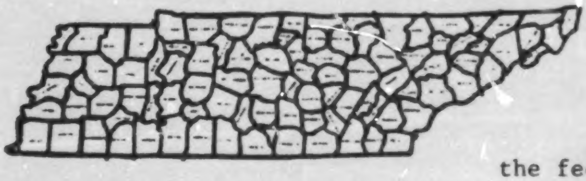
*Vocational special needs students have a right to education geared to their needs and aspirations.*

While PL 94-142 mandates educational guarantees to handicapped children and youth, many barriers still exist that prevent success within the least restrictive setting. A barrier frequently found in many vocational education programs is the attitudes of teachers and administrators that focus on the disabilities rather than the abilities of special needs students. Other barriers which have hampered the participation of special needs students in vocational education include lack of knowledge of needed services on the part of program administrators, inadequate preservice and inservice training of educators, lack of a continuous plan of services, and inadequate career counseling and guidance for the students. Furthermore, most vocational teachers are ill prepared to educate the special needs student and are rarely invited to participate in any individualized program planning.

An adequate supply of trained teachers and administrators to work with special needs students in vocational settings is essential. The availability of appropriately trained personnel can result in more positive attitudes toward special needs students as well as the development of policies, procedures, and practices to meet their vocational needs.

One way to improve communication among educators and to train all school and support personnel to effectively work with special needs students is through inservice training. Inservice training programs addressing the modification of vocational education to meet the needs of special needs students will help prepare all staff for their roles.

PL 94-142 requires that each state develop and implement a comprehensive system of personnel development that includes the preservice and inservice training of special education, instructional, and support personnel. Young, Jennings, and Haynie (1979) surveyed trade and industrial teachers and found that at least one-fifth to one-third of vocational students need special services and assistance in order to succeed in vocational programs. Their conclusions and recommendations were to make vocational teachers aware of these facts so that they could prepare themselves to successfully teach special needs students.



## State Perspectives

Tennessee has complied with the federal regulations for submitting a plan of comprehensive personnel development. Inservice training is a major component of this plan. The Tennessee legislature and the State Board of Education have mandated inservice education programs. A minimum of ten days of inservice training per year, consisting of a variety of options, is required. Included is a minimum of one-half day for special needs students.

While inservice training of regular and special education personnel is required, the approaches used are often ineffective. Educators have generally been disillusioned with inservice training consisting of a one- or two-hour mandatory lecture session at the end of the day. A carefully planned, relevant inservice training program is the most important ingredient of an effective means of preparing educators for mainstreaming special needs students. Effective inservice training presentation involves on-going activities to expand teacher skills, techniques, and materials. On-site training of personnel conducted over an extended period of time is a major strategy of inservice training to affect change in attitudes toward special needs students. This also serves to increase teacher skills. Materials and resources that are tailor-made to each teacher's needs are most beneficial and have a greater chance of being used. This approach, coupled with continuous on-site consultation, is a more effective method of providing inservice training than the one- or two-hour "shotgun" approach.

## Review of Project SSAVE

As a result of the difficulties and barriers limiting successful participation of special needs students in vocational settings, Project SSAVE was proposed and developed. Project SSAVE has addressed four basic issues related to mainstreaming special needs students into vocational education programs. These are:

1. Many vocational-technical teachers are not notified, and do not recognize, that they may have special needs students in their classes.
2. Many vocational-technical teachers have had no formal training in working with special needs students.
3. Few vocational-technical teachers are involved in the development of individualized education plans for their special needs students.
4. Some vocational-technical teachers are reluctant to have special needs students in their classes.

In order to address these four problems, Project SSAVE established separate goals and activities for each of the three years of funding. At the beginning of the first year of the project, a Review Team was established to monitor the progress of the project (see Appendix A for a list of members). Members selected to serve on the Review Team included State Department specialists, special education teachers, vocational education teachers, representatives of industry, a placement coordinator, a school board member, and a parent of a special needs student. The feedback provided by the Review Team was instrumental in assisting the Project SSAVE staff in the successful completion of the project during its three-year tenure.

## First Year Focus

The annual goals and activities of the first year of Project SSAVE were geared toward fostering positive attitudes among trade and industrial teachers toward special needs students. Additionally, the project desired to develop skills among the vocational teachers for working with special needs students in vocational classes.

The majority of trade and industrial teachers indicated a desire to learn more about special needs students. As a result, a pilot group of 16 vocational-technical teachers volunteered to receive inservice training via two series of workshops and on-site consultations from the Project SSAVE staff (see Appendix B for a list of teachers). The first segment of the inservice training was directed toward providing information about identifying and understanding the characteristics of special needs students. The second phase of the training consisted of developing teaching strategies for special needs students placed in a vocational setting.

After the two training sessions and on-site consultation and follow-up, each participant developed a self-improvement plan for working with special needs students during the following school year. The plan was individualized and relevant to each teacher's needs.

> *"I truly enjoyed the workshop and have a more comfortable attitude toward special education and handicapped students as related to vocational education because of your well-organized and implemented workshop. Thanks!"*
>
> *Workshop Participant*

Following the Project SSAVE inservice training, the participating teachers demonstrated accepting attitudes toward their special needs students, and efforts were made to utilize the methods and teaching strategies learned through the inservice training participation. The trade and industrial teachers realized that when proper teaching strategies and material modifications are applied, special needs students are able to succeed in vocational classes. The materials and methodologies for inservice training of trade and industrial teachers were evaluated, and the data substantiated them as valid.

## Second Year Focus

After careful examination of the goals and evaluation data for Project SSAVE in its first year (1980-81), it was concluded that providing inservice training related to special needs students for vocational teachers is quite valid and effective. However, for vocational teachers to be able to make maximum use of their skills related to teaching special needs students, school administrators and counselors needed to receive similar information in order to develop and maintain a network of support for providing vocational services to special needs students.

The teachers who participated in the first year inservice training and the Project SSAVE Review Team highly recommended inservice training for school administrators and counselors. Based upon these recommendations and the need for administrative inservice training in vocational education, Project SSAVE worked toward informing these personnel of the needs of special students in 1981-82.

Project SSAVE provided state-wide inservice training by conducting pilot workshops in each of the nine developmental districts in Tennessee. Other training activities included responses to special requests by the State Department of Education for state-wide VAP/VIP teacher inservice training. In addition to its varied training activities, the project made presentations at the American Vocational Association meeting in Atlanta, Georgia, and the International Conference of the Council for Exceptional Children in Houston, Texas. Project SSAVE was also nominated by Commissioner Robert L. McElrath as an outstanding project in the State of Tennessee.

> *"This workshop has been most beneficial and has addressed the problems we are all concerned with."*
>
> *Workshop Participant*

## Third Year Focus

The third year of Project SSAVE focused on two major goals. The first goal was the development of this Inservice Training Guide. The second goal was the dissemination of inservice training methods and strategies for vocational teachers, school administrators, and counselors.

This Inservice Training Guide was developed to enable the inservice training methods and activities to be continued state-wide by State Department of Education and university personnel. The project staff provided inservice training to familiarize State Department personnel with this Inservice Training Guide. Also, three training sessions were conducted for university teacher educators across Tennessee. These sessions focused on how to implement the inservice training methods and materials with vocational teachers and school administrators and counselors.

The impact of Project SSAVE's efforts and this Inservice Training Guide will result in better accessibility to vocational programs by special needs students. The number of trained personnel in the state can be increased via continued inservice training using the methods and materials in this guide.

> *"Inservice is boring!"*
>
> *Workshop Participant*

## Content of Inservice Training Guide

Most teachers find inservice training sessions to be boring, uneventful, and unfulfilling, but they do not have to be! The content within this Inservice Training Guide will provide effective, dynamic, and innovative methods and strategies for providing effective inservice training sessions for vocational teachers and school administrators and counselors.

The content of this guide was developed based upon the evaluation of the materials and methods used in Project SSAVE's inservice training sessions conducted with vocational teachers and school administrators and counselors. Thus, the content has been tried and found to be effective in providing inservice training.

The content of this Inservice Training Guide is divided into four sections. This Introduction provides an overview from national to state levels, a review of Project SSAVE, and a summary of the content in this guide. Also included are suggestions for updating the guide and alternatives for using the content in the guide.

Section I, Inservice Training Preparation, contains information on honoring requests for inservice training, identification of personnel to conduct training, development of the agenda, physical logistics, preview of the agenda, and implementation of the inservice training. Section II, Teacher Inservice Training, contains the objectives, materials, and visuals to be used in conducting the actual inservice training activities. Section III, Administrator/Counselor Inservice Training, contains the same basic materials as Section II, but also has other materials relevant to this target population. Section IV, Appendices, contains documentation of materials which may be useful in developing alternative or additional inservice training activities. Included throughout this guide are quotes and comments from workshop sessions.

## Guide Update

This Inservice Training Guide is purposefully bound in looseleaf format to enable the inservice training presenter to adapt, update, and/or delete independent materials as needed. The State Department of Education will frequently disseminate materials which the presenters may want to incorporate into inservice training activities.

## Making This Guide Work for You

One way to effectively use the content of this guide begins with receiving the request for an inservice training session. Use the "Request for Inservice Training Form" (or one you develop) to record the essentials regarding the request (see page 17).

Identify the "experts" to deliver the inservice training session following the criteria in Section I. Get the consultants together, review the requested objectives of the inservice training session, and plan the agenda.

# # # # # # # # # # # # # # # # # # # # # # # # # # # # # # #
# #
# *Definition of an "expert" -- an "ex" is a has been and a* #
# *"spurt" is a drip under pressure.* #
# #
# # # # # # # # # # # # # # # # # # # # # # # # # # # # # # #

If the inservice training is for teachers, the delivery techniques and content in Section II will be of most help. If the inservice training request is primarily for administrative and counseling personnel, the materials in Section III may be used. Permission is granted for use of any materials in this guide. You will need to order any visuals other than the transparency masters which are included with this guide. Your library may already have some of the visual materials in its holdings.

Depending upon the objectives and duration of the inservice training, you may find the agendas provided in Section II and Section III easily adapted to specific needs. Also, in Section IV you will find the addresses where additional qualified and willing personnel may be available to assist in the inservice training if adequate personnel are not attainable within your area (see Appendix C for a list of State Department and university personnel).

Don't forget that a good inservice training session is fun and exciting for both the presenters and the participants! This guide is intended to be an example for conducting inservice training, not a cure-all! Accept the inservice training challenge, plan ahead, be flexible, and be of service!

PROJECT
INSERVICE
TRAINING
PREPARATION
SSAVE

# I. Inservice Training Preparation

University and State Department personnel receive a number of requests to conduct inservice training seminars, workshops, forums, and other types of activities during the school year and summer. This is especially true in the fall when schools are heavily involved in their more formal inservice training activities.

The usual type of request received by potential inservice training presenters is a telephone call. The person in the local education agency in charge of organizing the inservice training may say, "We have a three-hour inservice session scheduled for August 10, from 9:00 a.m. until 12:00 p.m. We would like for you to come and speak to our faculty on serving handicapped students in vocational education." From the time the request is made until the session is completed, the quality of the inservice training session is entirely in the hands of the presenter(s).

Throughout the duration of Project SSAVE, approximately thirty-five inservice training requests were honored within Tennessee. The following techniques for conducting these training sessions proved to be both essential and successful. This section of the guide contains the procedures which helped the Project SSAVE staff to maintain an average of 6.2 of a possible 7 on the inservice training evaluation.

## Requests for Inservice Training

When the request for the inservice training is received, it is crucial that a simple "Request for Inservice Training Form" be used to record the basic facts. The following suggested format will serve this purpose. A master of this form is included at the end of this section (see page 17).

## REQUEST FOR INSERVICE TRAINING

(1) Date of Request: ____________________

(2) Contact Person(s): ____________________

Address: ____________________

____________________

Telephone: ____________________

(3) Date of Inservice Training: ____________________

(4) Location of Inservice Training: ____________________

____________________

(5) Format of Inservice Training: ____________________

____________________

(6) Number of Participants: ____________________

(7) Title(s) of Participants: ____________________

(8) Objectives of Inservice Training: ____________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

(9) Notes (possible presenters, directions, media, etc.):

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

The information, whether received by phone or in person, must be accurately recorded for purposes of both planning and implementing the inservice training. The date of the inservice training (3) should follow the date of the request (1) sufficiently to allow for adequate planning on the part of the presenter(s). The contact person (2) should be the person to be consulted any time prior to the actual inservice training session.

The location of the inservice training (4) should be established at the time of the request. One reason for this is to enable the presenters to secure accurate directions to the inservice training site. Another reason is to enable the person taking the request to be sure that the specific room or rooms is/are suitable for the type of activities to be conducted during the inservice training session.

The format of the inservice training (5); i.e., small or large group, seminar, workshop, etc.; needs to be clarified. Also, based upon previous experience, it is NOT recommended that the inservice training be conducted with groups of over 100 people (6--number of participants). The title(s) of the participants (7) is also crucial to allow the presenters to select agenda items appropriate to the respective roles of the participants.

The objectives of the inservice training (8) are the most important information on the request form. During the initial request, the feasibility of the objectives, within the parameters of time, location, etc., may be discussed and modifications made if necessary. If the person making the request is not specific regarding the objectives, it may be necessary to defer commitment to the inservice training session until this information is provided.

## Identification of Personnel to Conduct Training

The single weakest link in delivery of inservice training is the identification of quality personnel to address the stated objectives of the inservice training session. To provide high quality training related to special needs students in vocational education, it is mandatory that the presenters (consultants) meet the following criteria:

1. The team approach should be utilized (minimum of two people). One person should have a strong vocational background. The other person should have a strong background in special education. The personalities of these two people must be compatible!
2. Both people must have had a minimum of four years high school classroom teaching experience in their respective disciplines.

TEAM APPROACH

3. Both people must be task oriented and feel positive toward the potential success of the inservice training activities.

4. Both people must be able to relate positively to classroom teachers, administrators, and counseling personnel.

5. Both people must be willing to take the time to adequately prepare for the inservice training session.

6. Both people must be able to read nonverbal and verbal feedback during the inservice training session and be able to adjust the agenda in midstream without becoming frustrated!

7. Both people must be able to paraphrase traditional educational jargon into terminology meaningful to the participants.

> *"Hey Doc! Do you have a 50¢ word for the $50 word you just used?"*
>
> *Workshop Participant*

8. Both people must be willing to be evaluated by the inservice training participants and use the results constructively in preparation of future inservice training requests.

9. Both people must have a presentation style typical of an extrovert and a sense of humor obvious to the participants. This includes not being bound to the podium and the ability

to project their voices and mannerisms in ways positively accepted by the participants!

It is usually counterproductive to use a negative approach in the teaching profession! However, one "DO NOT" must be adhered to when selecting personnel for conducting the inservice training: DO NOT work under the assumption that prospective consultants meet the previous criteria simply because they hold particular degrees and/or teach particular classes. DO take the time to select personnel capable of being role models for the participants!

# # # # # # # # # # # # # # # #
#
# *Remember: A Ph.D. - A consultant*
# *does not necessarily make!*
#
# # # # # # # # # # # # # # # # # #

Development of Agenda

To help insure successful inservice training, it is necessary to develop a printed agenda which may be disseminated to the participants at the beginning of the session. This procedure not only informs the participants of the objectives, but it also forces the presenters to carefully pre-plan their content and delivery strategies.

The agenda must be sufficiently detailed to inform the participants of the content of the inservice training session, but it should also be brief and not overwhelm them as it is read. The agenda should include the topical headings of the content and approximate times each will be presented. If the agenda is scheduled for over an hour and a half, it should include a break midway through the presentation. Also, the agenda must be planned around varying methods of presentation to avoid the participants getting bored and stiff from sitting too long!

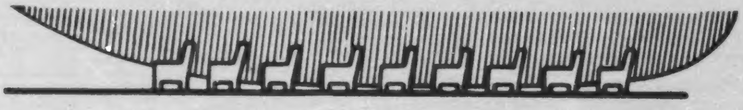
It is essential that time be built into the agenda to allow for participant discussion and for evaluation at the end of the presentation.

Following this section are both a sample agenda and evaluation form (see pages 18 and 19).

## Physical Logistics

The physical setting of the inservice training session can make or break a potentially high quality program. This includes heating, lighting, noise level, color, decor, seating arrangement, proper audio-visual equipment, etc.

A good example of allowing physical logistics to completely destroy a quality inservice training session is to hold the meeting in the typical auditorium-type setting. This type of physical accommodation is NOT conducive to the types of interaction among presenters and participants which help learning take place! If an auditorium is required, the number of people to be served is too large and should be broken down into workable sizes of groups! It may be necessary to conduct additional inservice training meetings and/or select additional presenters.



To ensure maximum effectiveness...
avoid traditional chair arrangement!

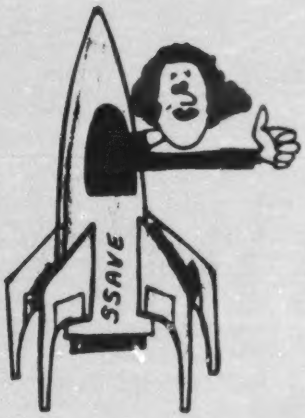
The inservice training session should be conducted in a room which provides sufficient light, heat, and color dynamics to make the participants comfortable and motivated. The seating must be flexible to allow small group interaction as well as close proximity to the presenters. Chalkboards, projection screens, and small conference-type tables are essential in permitting a variety of instructional modes to be implemented during the inservice training session.

## Preview of Agenda

The agenda to be presented at the inservice training should be previewed the day or night before the session. It is during this time the presenters talk through the entire agenda, double-check the visuals and handouts, coordinate their timing and responsibilities for each segment of the agenda, and make any necessary last minute arrangements.

The preview, when conducted away from the home site of the presenters, also includes visiting the training site and setting up the physical accommodations prior to the presentation. While this type of preview may require the presenters to arrive several hours or even a day prior to the session, this practice could avoid errors which may destroy the inservice training session.

## Implementation



The contacts have been made; the planning has been completed; and the agenda has been previewed! It is launch-day minus 60 minutes and counting....

Arrival at the inservice training site 30 to 45 minutes early is commendable and should be standard practice. Drink that last cup of coffee, check your tie or blouse collar, smile, and greet the participants.

Begin the inservice training session on a light professional note, and the participants will begin to respond. The Project SSAVE staff developed the SSAVE Sonata slide/tape program (included with this guide) for introducing themselves as well as the subject of special needs students in vocational education. The two blanks in the slide/tape program are for the insertion of slides of your presenters. Give it a try! You will find that key transparency masters (TM; see Appendix D) for other visuals have been made into slides (i.e., "Bear Facts") and follow the SSAVE Sonata.

Take a deep breath! Darken the room, and let the program commence!

## REQUEST FOR INSERVICE TRAINING

(1) Date of Request: ______________________________

(2) Contact Person(s): ______________________________

Address: ______________________________

______________________________

Telephone: ______________________________

(3) Date of Inservice Training: ______________________________

(4) Location of Inservice Training: ______________________________

______________________________

(5) Format of Inservice Training: ______________________________

______________________________

(6) Number of Participants: ______________________________

(7) Title(s) of Participants: ______________________________

(8) Objectives of Inservice Training: ______________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

(9) Notes (possible presenters, directions, media, etc.)

____________________________________________________________

____________________________________________________________

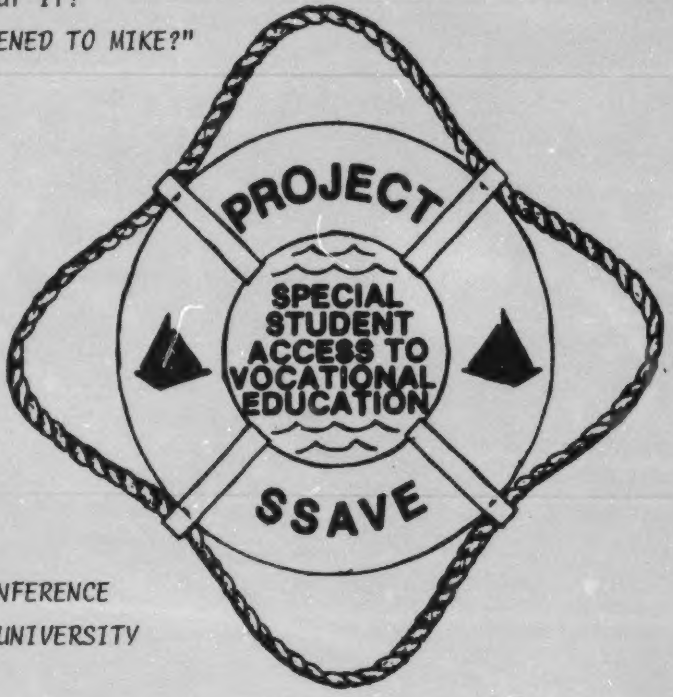
____________________________________________________________

____________________________________________________________

____________________________________________________________

T & I SUPER TEACHERS FOCUS ON
"SMOOTH SAILING IN THE MAINSTREAM"

| | |
|---|---|
| 8:30 | SSAVE SONATA |
| 8:45 | "IF A BOY CAN'T LEARN" |
| 9:15 | CLOSE ENCOUNTERS - HANDICAPPING CONDITIONS |
| 10:00 | BREAK |
| 10:15 | IEP IS AS EASY AS PIE |
| 10:45 | T & I TEACHING THE WAY THEY LEARN - LEARNING MODALITIES TEST |
| 11:00 | LET'S TALK ABOUT IT! |
| 11:30 | "WHATEVER HAPPENED TO MIKE?" |
| 11:45 | WRAP-UP |


PROJECT
SPECIAL STUDENT ACCESS TO VOCATIONAL EDUCATION
SSAVE

TENNESSEE VOCATIONAL CONFERENCE
MIDDLE TENNESSEE STATE UNIVERSITY
AUGUST 11, 1982

## Project SSAVE

## Workshop Evaluation

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. | The organization of the workshop was | Excellent | 7 | 6 | 5 | 4 | 3 | 2 | 1 Poor |
| 2. | The objectives of the workshop were | Clearly Evident | 7 | 6 | 5 | 4 | 3 | 2 | 1 Vague |
| 3. | The methods of presenting information in the workshop were | Excellent | 7 | 6 | 5 | 4 | 3 | 2 | 1 Poor |
| 4. | The coverage of topics was | Clear and Adequate | 7 | 6 | 5 | 4 | 3 | 2 | 1 Vague and Inadequate |
| 5. | My attendance at this workshop should prove to be | Very Beneficial | 7 | 6 | 5 | 4 | 3 | 2 | 1 No Benefit |
| 6. | The effectiveness of the workshop in motivating me to improve vocational education for special needs students in my school was | Very Adequate | 7 | 6 | 5 | 4 | 3 | 2 | 1 Inadequate |
| 7. | The effectiveness of the workshop in giving insight into handicapping conditions was | Very Adequate | 7 | 6 | 5 | 4 | 3 | 2 | 1 Inadequate |
| 8. | The effectiveness of the workshop in improving my perceptions of providing vocational education activities for special needs students was | Very Adequate | 7 | 6 | 5 | 4 | 3 | 2 | 1 Inadequate |

- continued -

After participating in this workshop, do you feel that the time is adequate to develop the skills and knowledge for implementing vocational education programs for special needs students?

YES NO

If no, how many hours of inservice training do you feel are needed to adequately develop the necessary attitudes, skills, and knowledge to serve special needs students?

____________________

With which topics presented in the workshop do you now feel most comfortable? Place a (+) mark by the ones with which you feel most comfortable, and place a (-) mark by the ones with which you feel least comfortable.

__________ Awareness and identification of handicapping conditions

__________ PL 94-142 and its requirements

__________ IEP implementation

__________ Mainstreaming

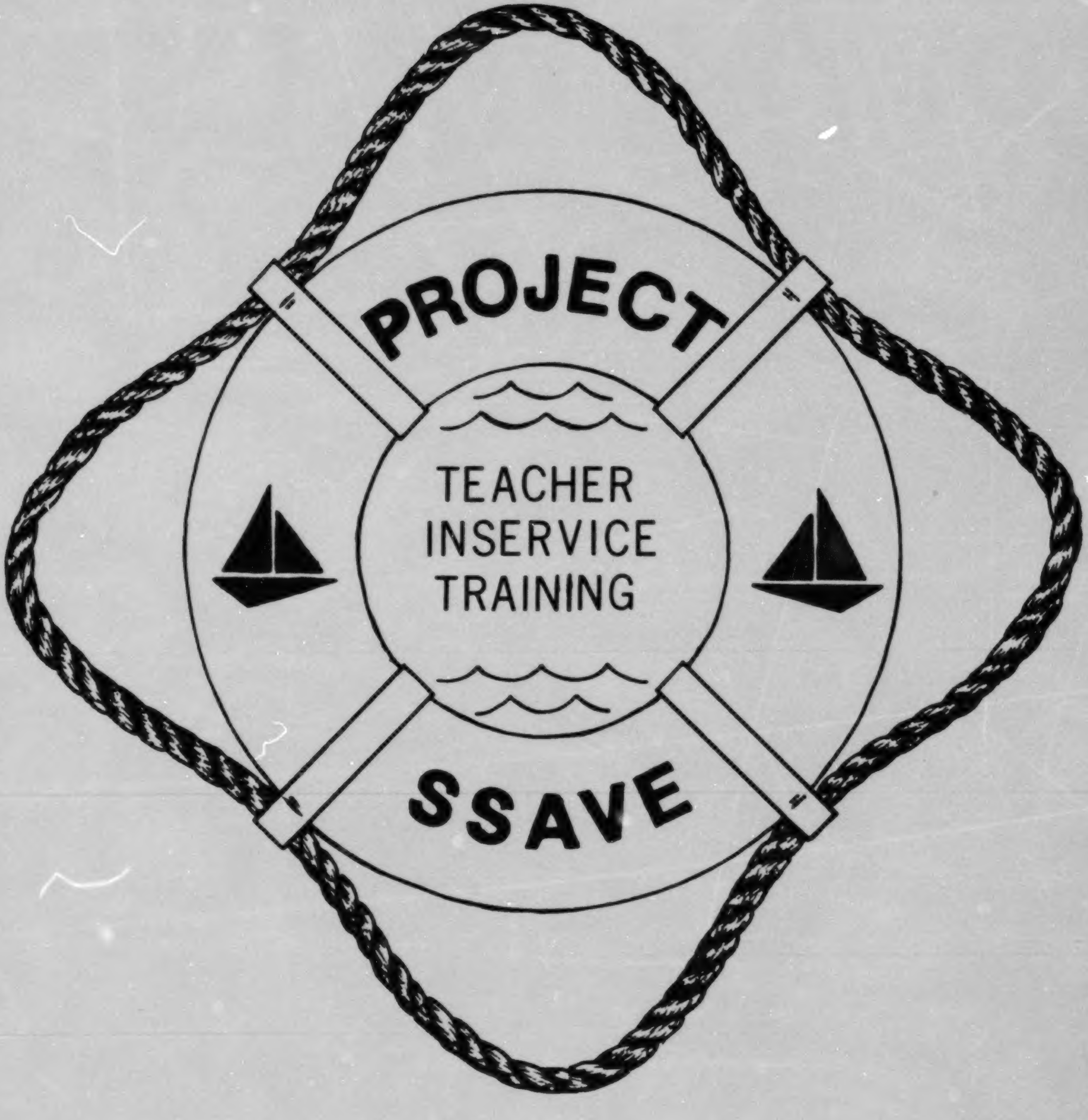
__________ Evaluation of vocational programs for special needs students

__________ Inservice training related to special needs students in vocational education programs

Do you feel that this type of workshop should be given to all personnel in public school settings?

YES NO

List briefly other types of information you would like to have related to assisting vocational placement and education of special needs students.


PROJECT
TEACHER
INSERVICE
TRAINING
SSAVE

TRAINING

# II. Teacher Inservice Training

## "Sinking or Swimming in the Mainstream"

HELP! HELP!! HELP!!! You have received SOS calls from struggling vocational teachers. Some are sinking! Some have reached out for life preservers! Others are grasping for the knowledge of how to swim in the mainstream! To help these struggling teachers, the Project SSAVE life guards have tried desperately to develop techniques of successful training experiences. Now, lifelines of knowledge which include characteristics of special needs students are available to help vocational teachers pull such students to shore. Lifeboat strategies can be demonstrated for keeping special needs students floating and navigating to a successful completion of their course.

You are now ready to welcome all struggling vocational teachers aboard and use these suggested directions to guide them over the stormy waves to smooth sailing in the mainstream with their whole crew of special needs students. The inservice training charts are for all sailing teachers who need assistance in reaching their specific port. Batten down the hatches and BON VOYAGE!

### Goals and Objectives

A major goal of inservice training for vocational teachers is the establishment of the competencies which enable them to better infuse special needs students into vocational programs. The major objectives of this inservice training include:

- * Development of teacher attitudes which result in acceptance of special needs students within vocational education programs.
- * Development of knowledge regarding the needs and characteristics of and services available to special needs students.
- * Development of teacher competencies which allow successful participation of special needs students who are mainstreamed into vocational education programs.

## Selection of Participants

The future of special needs students in vocational education programs may be enhanced through training vocational teachers who have had little or no special education instruction. Requests for this training may come from local education agencies, vocational directors, or special education supervisors. These administrators may recommend teachers who need assistance in working with special needs students. To provide the most effective training for these teachers, it is suggested that there be a minimum of eight and a maximum of twenty-five participants in each training session.

## Instructional Time Frames

During the first year of Project SSAVE, content and delivery systems were developed and implemented on a pilot basis with the teacher cadre (a group of teachers who participated in Project SSAVE) through two 30-hour sessions. The validity of the content and instructional methodologies was established with modifications suggested by the teacher cadre.

Approximately 60 hours of instruction are provided in this guide. Follow-up visits (on-site consultations) are included as a part of the 60 hours of training. The objectives of the inservice training have been organized into units of instruction which may be provided in a variety of time frame options. Regardless of the time frame chosen, it is essential that the instruction be continuous.

The 60 hours of instruction may be divided into two three-quarter-hour (or equivalent semester hour) workshops. Instruction may be offered for credit on campus or through an extended services program. If so structured, this credit could apply for trade and industrial certification or recertification and/or a bachelors or masters degree in education.

## Staffing

Presenters with expertise in vocational and special education are necessary for the most effective inservice training balance (see pages 12-14). The use of graduate assistants in both fields is an option available to many universities. Among other services, these assistants can provide on-site visits to facilitate training reinforcement and provide follow-up visits which are recommended after each session.

## Facilities

With enough determination, learning can take place almost anywhere. Pleasant, cheerful presenters and surroundings contribute to making learning enjoyable. Room arrangement, with special attention to table and chair groupings, can contribute to an informal and relaxed atmosphere. DO NOT line up the chairs! Other techniques, such as allowing smoking, coffee, and snacks during the session (if it does not infringe upon others), show a casual, relaxed atmosphere in action.

> *"I knew I was in the right session when I saw you with ash trays. Some leaders give you a fit about it!"*
>
> *Workshop Participant*

The inservice presenter should promote a pleasant, sociable, give-and-take informality to encourage participation by everyone because individuals learn from those with whom they associate. Remember, you are the host(ess), and you set the tone of the session.

Storytelling

Presenters may deal with problems concerning the education of special needs students by telling relevant, humorous stories of experiences they have had in the classroom. Every teacher has a locker full of happenings with special needs students which illustrate points such as motivation, fear of the unknown, and flexibility. Personal experience stories, intermingled with basic knowledge, keep the participants interested and alleviate the drag of having their buckets filled with facts. Try to remember some of the funny situations, remarks of students, notes from parents, or bloopers on your part as a teacher. Laughter is a great tension breaker! Coincidentally, the great need for this type of delivery is the reason for the requirement of presenters to have a minimum of four years teaching experience as mentioned in Section I (see pages 12-14).

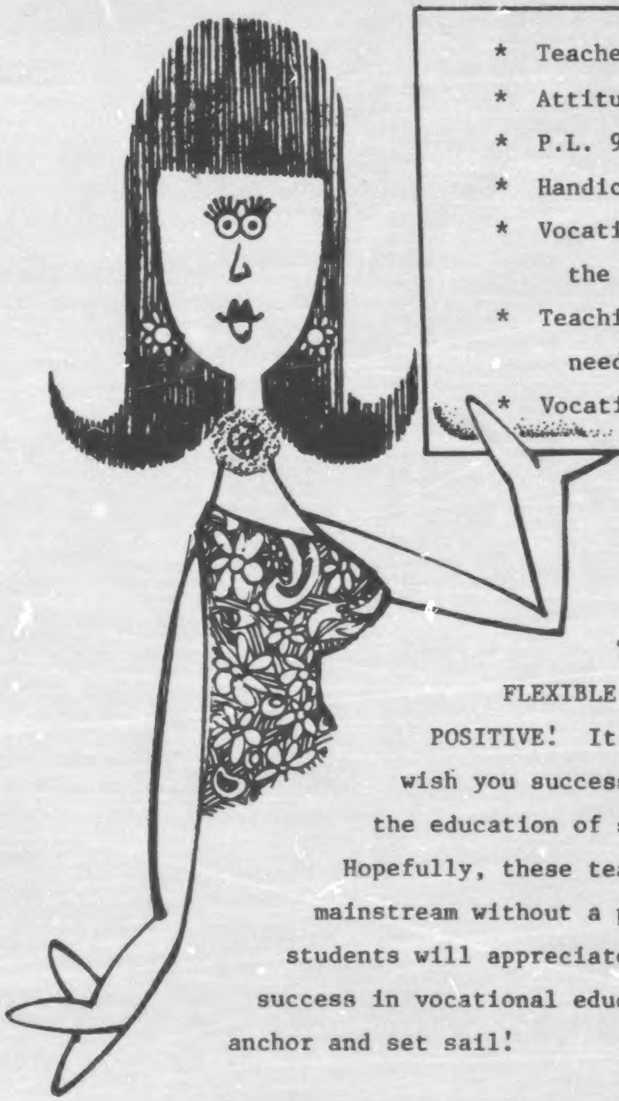
### *Sample Story*

*I had a couple of Morgantown boys, and I figured it was time to teach 'em measurement; you know, like gallons, quarts, and pints. I said to myself, "Now Bert, you've got to think of some way to teach this that is relative to them, something they can identify with." So I got to thinking, "Well, you know, both of 'em's got a beat up pickup truck." Then I had the brilliant idea! I went to the blackboard, and I drew me a big gas gauge. That was going to be my introduction into measurement. I drew one for each boy. And I said, "Now boys, I want you to look at the gauges and figure out just about where the needle would be on your gas gauge in your truck. Then we're goin' to figure out how much gas you've got in there." I looked at James, and I said, "Now James, according to your gauge up here, figure out where you think the needle would be and about how many gallons of gas you think you've got in that truck." He sat there, and he pondered, and he squinted them eyes. He was really concentrating, and he was counting on his fingers. Finally, he said, "Got two gallon." And Roger said, "No he ain't." I said, "Well, Roger, this other gauge up here is yours." I made a fatal mistake friends, 'cause I said, "How much will yours hold?" And he said, "Not a thing." I said, "Now wait a minute! If your truck's gonna run at all, you've got to have some gasoline in there." And I said, again, "How much will it hold?" Well, I sat there and I tried to figure it out. Now, James thinks he's got two gallons, and Roger says he ain't, and Roger says his tank won't hold a thing. There's something wrong here! So I looked at Roger, and I said, "Roger, could you please explain why James thinks he's got two gallons in his truck and you say he's not, and why your truck won't hold a thing?" And he said, "Yeah! I can explain it. By the time I got through taking that two gallons out of his truck and puttin' it in my truck, it wouldn't hold a thing!" So I left measurement for a while. I figured we'd better work on something else.*

*Taken from "Mama Cover's Special Kids" by Roberta G. Cover.*

Content

The Teacher Inservice Training section is comprised of the competencies to be developed by teachers. Activities are included with each competency but may be used independently for any particular problem a presenter may wish to tackle. Topics included in this section are:



- Teacher orientation
- Attitude adjustments
- P.L. 94-142 and I.E.P. process
- Handicapping conditions
- Vocational educators' roles in the I.E.P. process model
- Teaching strategies for special needs students
- Vocational I.E.P.'s

This guide is for you! BE FLEXIBLE, INGENIOUS, CREATIVE, AND POSITIVE! It has worked for us, and we wish you success in assisting teachers with the education of special needs students. Hopefully, these teachers will not be "up the mainstream without a paddle." The special needs students will appreciate your contributions to their success in vocational education programs. Hoist your anchor and set sail!

*IF STUDENTS CAN'T LEARN THE WAY WE TEACH,*
*WE'D BETTER TEACH THE WAY THEY CAN LEARN!*

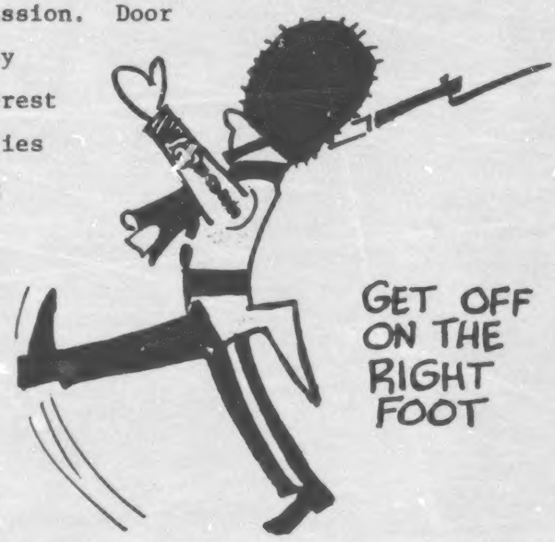
## Teacher Orientation

### "Turning Teachers On With Teacher Tune-Ups"

Being well prepared is the key to successful inservice training. Using the initial meeting to set the tone for sessions that follow, your function as presenter will be to guide experiences and explore attitudes with participants. You do not have to be an authority! You will grow with inservice training, too! Remember, most teachers consider inservice training to be boring, so provide the information, but keep it "Lite & Lively."

The inservice training staff is responsible for creating a friendly and positive atmosphere as the participants assemble. Name tags, information sheets, and refreshments facilitate the social, get-acquainted time and make each participant feel at ease. Smile! It gives your face something to do and also makes the other person feel good.

Dinner or lunch, depending upon your time schedule, provides an informal time for participant discussion. Door prizes, such as textbooks donated by publishers, may create further interest at break time. Small group activities tend to encourage interaction among teachers from different local education agencies.



You have assembled, greeted, smiled, and established rapport! You are prepared to get the show on the road. An agenda is ready for you to use as a guide. An item-by-item description of the agenda topics follows the actual "Teacher Orientation Agenda" (see pages 29-41). Good luck, you are on next!

## TURNING TEACHERS ON WITH TEACHER TUNE-UPS

*(Teacher Orientation Agenda)*

*(A) PREASSESSMENT*

*(B) FILM: "WORKING ON WORKING"*
*(BRIEF DISCUSSION OF FILM)*

*(C) WHO, WHAT, WHEN, WHERE, AND WHY*
*(OVERVIEW OF INSERVICE TRAINING SESSIONS)*

*(D) WHO ARE WE?*
*(INTRODUCTION OF INSERVICE TRAINING STAFF)*

*(E) WHO ARE YOU?*
*(TEACHER CADRE INTRODUCTIONS -- VERY IMPORTANT PEOPLE)*

*(F) DINNER AND DRAWING FOR DOOR PRIZES*

*(G) ARE YOU CONCERNED?*
*(TEACHER CONCERNS ACTIVITY)*

*(H) WHERE DO WE GO FROM HERE?*
*(TEACHER CLASS SCHEDULE, ON-SITE*
*VISITATIONS, AGENDA FOR FUTURE SESSIONS)*

PROJECT
SPECIAL STUDENT ACCESS TO VOCATIONAL EDUCATION
SSAVE

## (A) Preassessment

The competency evaluation, "Working with Special Needs Students" (see pages 31-33) is designed for three purposes. First, it may be used as a preassessment device to determine the priority of teacher needs in working with special needs students. Secondly, the results of the preassessment will assist the training staff in developing the participants' Individual Education Plan (see page 68). Finally, this instrument may be used as a post assessment of teacher knowledge, and the results of the pre and post evaluations can be compared to help determine individual progress.

The competency evaluation contains the following categories and specific statements related to each area:

| AREA | ITEM NUMBER |
|---|---|
| General Information | 11, 13, 14, 15, 16, 17, 19, 20, 30, 39 |
| Specific Characteristics of the Learning Disabled Student | 1, 2, 3, 4, 5, 6 |
| Specific Characteristics of the Emotionally Disturbed Student | 7, 8, 9, 34, 35, 36 |
| Specific Characteristics of the Mentally Retarded Student | 10, 12, 18, 21, 31, 32, 33 |
| Information Related to PL 94-142 | 22, 23, 24, 25, 26, 27, 28, 29, 37, 38, 40 |

A percentage score for each area can be obtained by following a simple two-step procedure:

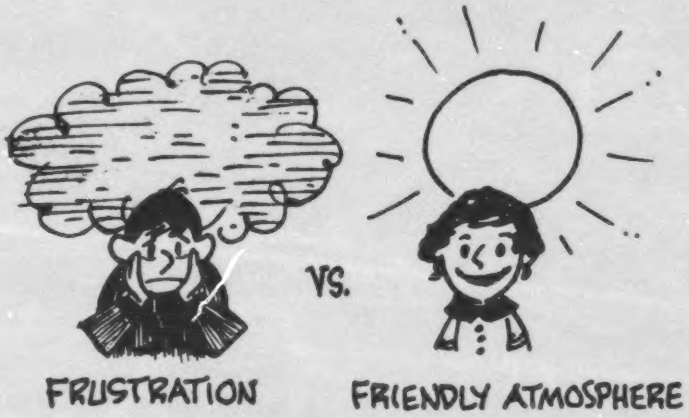
1. Tally the number of correct answers in each area (see page 34).
2. Divide this total by the number of possible correct answers in that area; i.e., General Information - 10 possible correct.

   Example:

   8 answers correct in General Information, divided by 10 possible correct answers (8/10) = 8 ÷ 10 = 80%

An overall percentage score is figured using the same process.

Impress upon the participants that THIS IS NOT A TEST! This may prevent the instrument from becoming a threatening task and encourage more accurate attitudes to be evidenced. KEEP A POSITIVE ATMOSPHERE!



## Working with Special Needs Students

## Competency Evaluation

Name ______________________________ Pre-Score __________

Post-Score __________

True/False

_____ 1. Learning disabled students have average or above intelligence.

_____ 2. All students with learning disabilities are hyperactive.

_____ 3. All learning disabled students have difficulty in reading.

_____ 4. Some learning disabled students learn best through visual activities.

_____ 5. In many instances, students who are identified as learning disabled are, in actuality, simply lazy and disinterested, and, by the time they become adolescents, very little can be done for them.

_____ 6. Materials for instruction are difficult to adapt for a student who is learning disabled.

_____ 7. The main behavioral symptoms of emotionally disturbed students are aggressiveness, hostile outbursts, and hyperactive behavior.

_____ 8. Emotionally disturbed students are often found to be accident prone.

_____ 9. Emotionally disturbed students are better behaved under aggressive teachers.

_____ 10. As a general rule, mentally retarded students are also mentally ill.

_____ 13. The most important fact to know about a student before programming can occur is his/her I.Q.

_____ 14. A student's label, such as mental retardation, is extremely important in helping the teacher plan the classroom program.

_____ 15. Disadvantaged students are also mentally retarded.

_____ 16. Criticizing a special needs student in front of his/her peers is not an effective way to maintain good behavior.

_____ 17. There is little difference between a disability and a handicap.

_____ 18. In teaching mentally retarded students, it is important to give concrete examples of what is being taught.

_____ 19. Language deficiencies and cultural differences can affect a student's I.Q. score.

_____ 20. All special needs students will have short attention spans.

_____ 21. If a teacher expects normal behavior from a mildly retarded student, he/she will observe it.

_____ 22. The "least restrictive environment" clause contained in PL 94-142 refers to the most appropriate placement for a student.

_____ 23. PL 94-142 states that mainstreaming means placement in the regular classroom.

_____ 24. The emotionally disturbed student is specifically served under PL 94-142.

_____ 25. PL 94-142 defines special education as placement in a special classroom.

_____ 26. After a student is placed in special education, there can be no appeals to that decision.

_____ 27. The individualized education plan (IEP) is developed by the student's teacher.

_____ 28. The content of the IEP includes a statement of goals for the student.

_____ 29. The IEP uses the terms goals and objectives interchangeably.

_____ 30. The use of time-out is an effective way in which to handle a student's disruptive behavior and frustration.

_____ 31. The mentally retarded student passes through learning stages at a different rate than the nonhandicapped student.

_____ 32. It is valuable for the teacher to know whether or not the student's retardation is due to brain damage.

_____ 33. In most cases, a cause for mental retardation can be identified.

_____ 34. Medications are sometimes the best intervention for hyperactive and emotionally disturbed students.

_____ 35. Most emotionally disturbed students will go unnoticed.

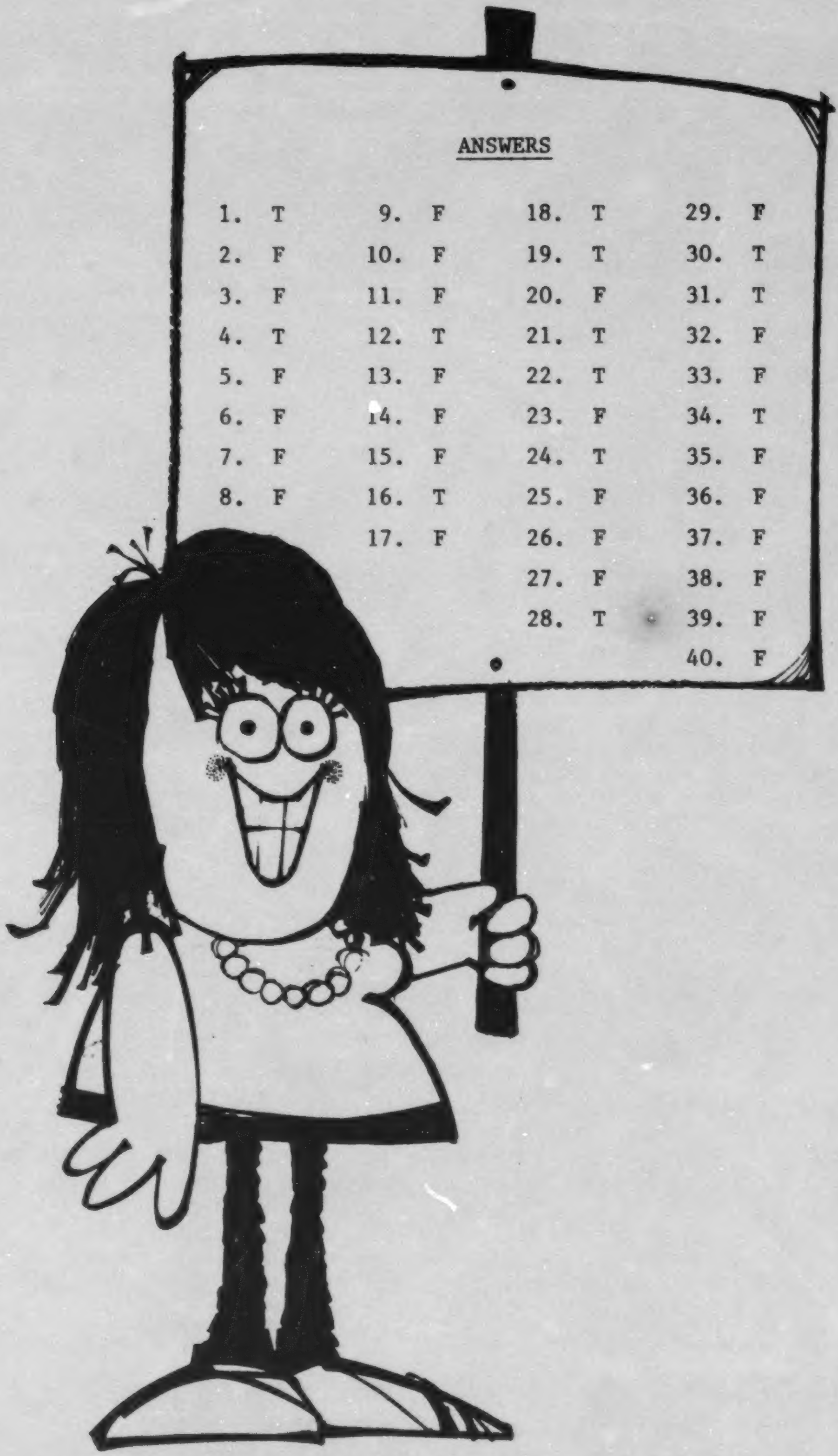
_____ 36. Emotionally disturbed students function better in a highly permissive classroom.

_____ 37. Public schools are not obligated to provide education for some special needs students.

_____ 38. The vocational teacher should be the only person to develop the vocational program for the special needs student.

_____ 39. Very little information concerning programming with the special needs student is available to the vocational-technical teacher.

_____ 40. Once the IEP is developed, the teacher is bound to follow it without making changes.



## ANSWERS

1. T
2. F
3. F
4. T
5. F
6. F
7. F
8. F
9. F
10. F
11. F
12. T
13. F
14. F
15. F
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35. F
36. F
37. F
38. F
39. F
40. F

## (B) Film: Working on Working

The use of this film (see Appendix E) is an exceptional technique for set-induction and needs no introduction. Working on Working is motivational and informative, showing how special needs students are prepared for the world of work through the cooperation of teachers, parents, and administrators. It demonstrates that special needs students can be served within the overall school system and become valuable employees. In the film, the staff shows the importance of using perseverance, common sense, and ingenuity to coordinate practices and programs for special needs students.

Be sure not to miss the very last statement of the film (during the credits). A vocational teacher who has developed a very positive attitude states, "A special education teacher sent me this long questionnaire wanting to know about the qualifications a student had to have to be in my class, and it just made me mad! So I just wrote across the top, 'Be able to find my shop! And I'll take it from there!'" This statement is an excellent lead into a discussion of the film.

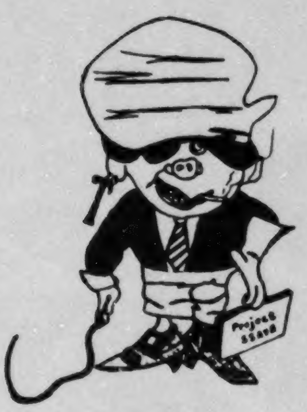
## (C) Who, What, When, Where, and Why

All persons contributing time, energy, and effort into any type of project will be curious to know what's going to happen. Your training participants are no different. They want to know what they can expect to gain from you and this inservice training session. Be prepared! Present them with a written overview of what you will be offering for the complete workshop. This will reinforce your verbal presentation of the overview. An outline of the activities you have selected to use would be appropriate. Be prepared, be explicit, be brief, and be seated! Just don't be boring! Remember, communication is important! Let your enthusiasm show!

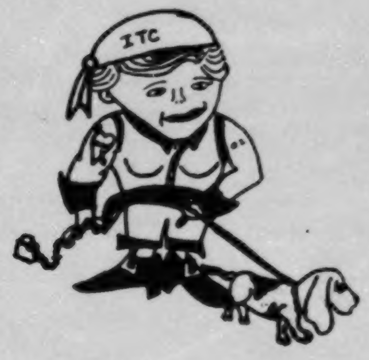
WHO?
WHAT?
WHEN?
WHERE?
WHY?

## (D) Who Are We?

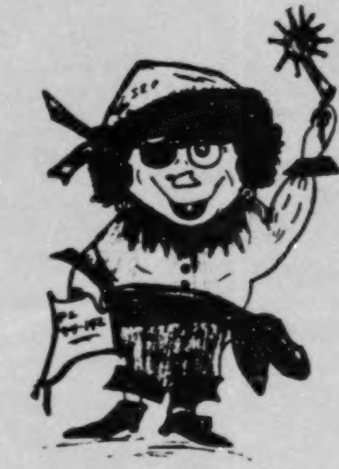
Everyone can read a resumé, but that doesn't always depict the person's real personality. If you have creative people on your staff (and surely you do), try illustrating characteristics of your staff on transparencies as was done by the Project SSAVE staff. The most theatrical member of your staff should give the presentation. When introducing your staff, include some personal data such as most obvious character trait, pet peeve, or humorous happening. This gives the participants the idea that you are real people. Barriers between university professors and vocational teachers may be removed in this manner.



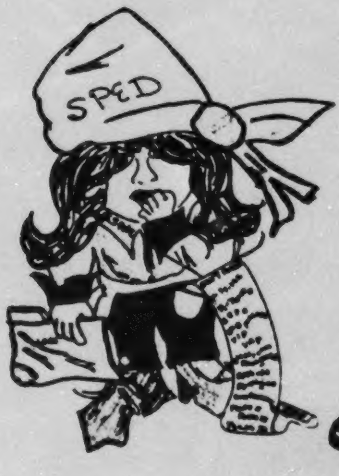
Co-Captain
Harry Smith



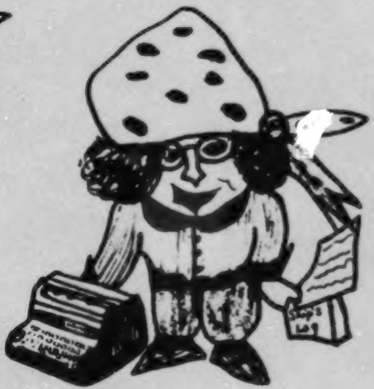
First Mate
Bert Cover



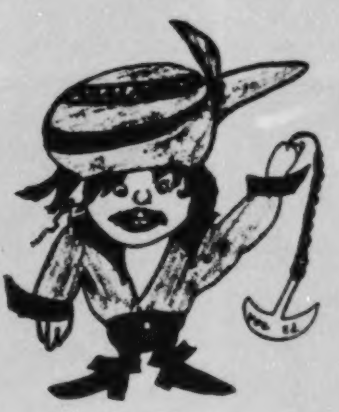
Co-Captain
Rhonda Folio



Shipmate
Gail Ring

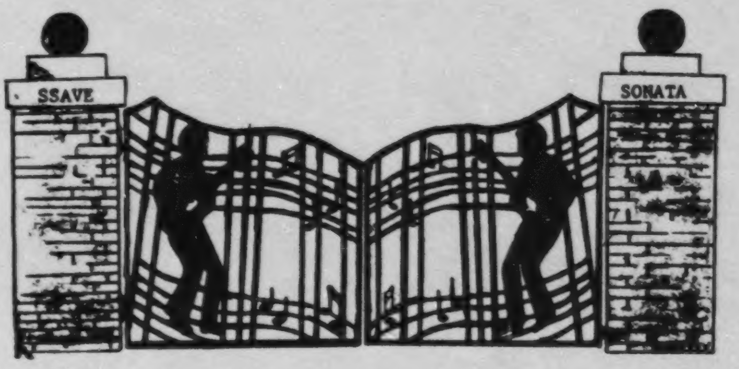


Navigator
Lyn Hall



Shipmate
Don King

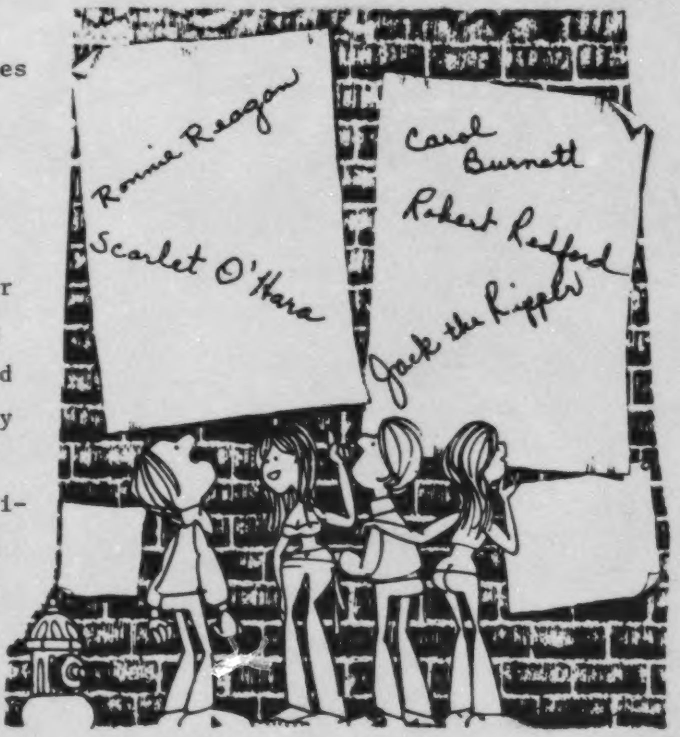
THE SSAVE Sonata with inserted slides of your staff might also be used to introduce your inservice training personnel. This five minute musical introduction is an effective ice breaker. Have a good time with whatever method you choose for an introduction. You are still in charge of the tone of the session.



(E) Who Are You?

At the beginning of the orientation, each participant should be given a name tag. Since name tags are usually not very large, only first names should be written on them and printed large enough to read easily. If there are persons with the same first name, the initial of their last names may be used. Otherwise, don't worry about last names! Get on a first name basis immediately.

There are a number of techniques for getting acquainted. One suggested "warm-up" technique, "Very Important Person" (VIP), involves giving each participant an index card. On this card the participant writes in large letters the name of a well-known personality, real or



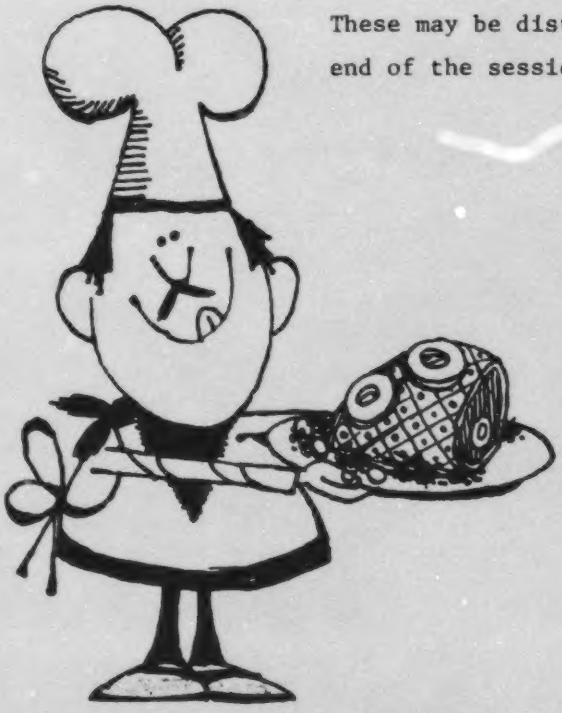
fictional, living or dead--e.g., Scarlet O'Hara, Carol Burnett, or Robert Redford. The card is then taped over the participant's name tag.

Allow the group to mingle for five to ten minutes. Conversations are likely to begin with "Why are you interested in this person?" and may end with "What is your real name?" Even if the real name is known, the conversation still contributes to the "warm-up" of the session. The quicker friendships can be established, the more readily the participants can share in learning experiences.

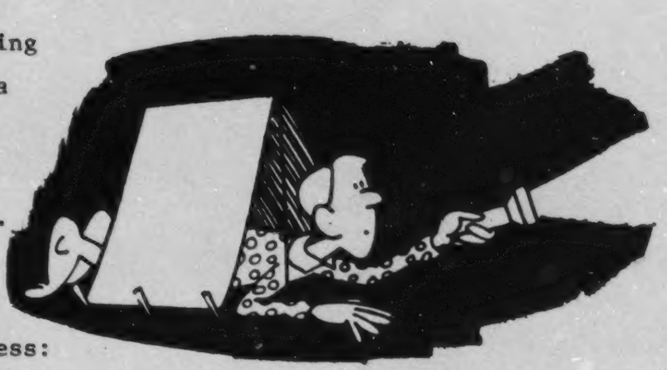
## (F) Dinner and Drawing for Door Prizes

Dining arrangements should be coordinated ahead of time for the convenience of the participants. Accommodations near the session location may be helpful if time is limited. An informal setting in which all the participants are seated together will promote interaction and discussion during a pleasurable activity. The inservice training staff will have an opportunity at this time to mingle informally and further establish rapport.

Ask publishers to donate textbooks for door prizes or try to obtain gift certificates from local restaurants. These may be distributed during breaks or at the end of the session.



## (G) Are You Concerned?



The inservice training participants need to reach a concensus on their greatest concerns related to working with special needs students. An activity to assist with determining these concerns involves the following process:

1. Divide the participants into groups of approximately five people.
2. Each group assigns a person to serve as leader, as timekeeper, and as reporter.
3. Each member of the small group makes a list of his/her five most important concerns (approximately ten minutes).
4. The leader writes a master copy of the concerns as each member relates concerns to him/her (approximately fifteen minutes).
5. Each leader directs a discussion of the list for clarification of the concerns, but only the author of a concern can reword it or have any changes made. At this time, duplications are resolved (approximately ten minutes).
6. Looking at the master copy, each member writes a prioritized list of the five most important concerns and then assigns a point value to each one as follows: first - 5 points, second - 4 points, third - 3 points, fourth - 2 points, and fifth - 1 point (approximately ten minutes).
7. Each leader gets the point values assigned to each concern from the participants and totals all points beside each concern (approximately fifteen minutes).
8. Each leader makes a new copy with the three greatest concerns prioritized 1, 2, and 3. These represent the small group concensus on the greatest concerns (approximately five minutes).

9. The reporter for each group presents the three concerns and explanations to the large group (approximately three minutes).

The information obtained from this activity gives the presenters feedback to plan further inservice training activities that fit the participants' needs.

## (H) Where Do We Go From Here?

During this orientation session, ask the participants to fill in their teaching schedule This information can be used to help arrange on-site visitations. A sample "Teacher Schedule Form" is included on the next page.

A calendar of all future sessions must be discussed, and dates and sites that are convenient for all participants need to be decided. The presenters should take their calendars to the orientation to avoid scheduling conflicts. Remember, you must be flexible!

BE FLEXIBLE

## TEACHER SCHEDULE

NAME ______________________ SS# ______________

HOME ADDRESS ______________________________

______________________________

TELEPHONE ______________________________

SCHOOL ADDRESS ______________________________

______________________________

TELEPHONE ______________________________

### Class Schedule

| TIME | CLASS | LOCATION | ROOM # | DAY |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

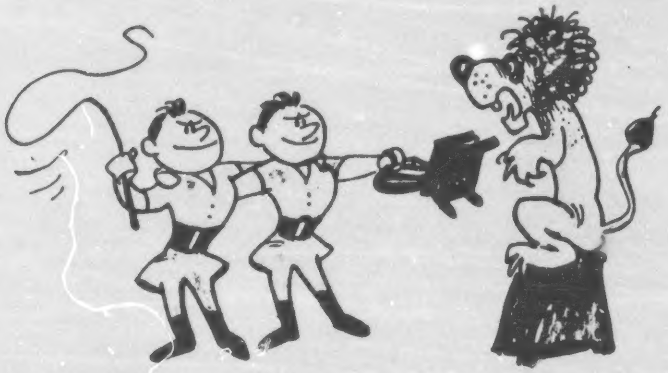
Convenient time for visitations:
(Please list two or three choices)

## Formal Inservice Training Sessions

Teachers can help special needs students achieve success in the vocational classroom if they have developed specific competencies related to the education of these students. These competencies are intended to enhance successful mainstreaming of special needs students into vocational education classes. The formal teacher training sessions should be planned and organized around the following teacher competencies:

1. Determine self attitudes as they relate to individuals with special needs and develop strategies for exploring change in attitudes toward exceptional learners.
2. Define and describe the provisions of PL 94-142 including the IEP content as mandated by this federal legislation.
3. Employ observational techniques, such as interviews and surveys to identify behavioral characteristics and appropriate teaching strategies for special needs students.
4. Assess vocational-technical skills of special needs students, develop IEP components based upon the assessments, and plan appropriate teaching strategies.
5. Demonstrate the use of strategies and techniques designed to enhance the education of special needs students.

The remainder of this section of the Inservice Training Guide has each competency listed separately, including appropriate training activities. Directions are included with the activities.



COMPETENCY 1.

Determine self attitudes as they relate to individuals with special needs and develop strategies for exploring change in attitudes toward exceptional learners.

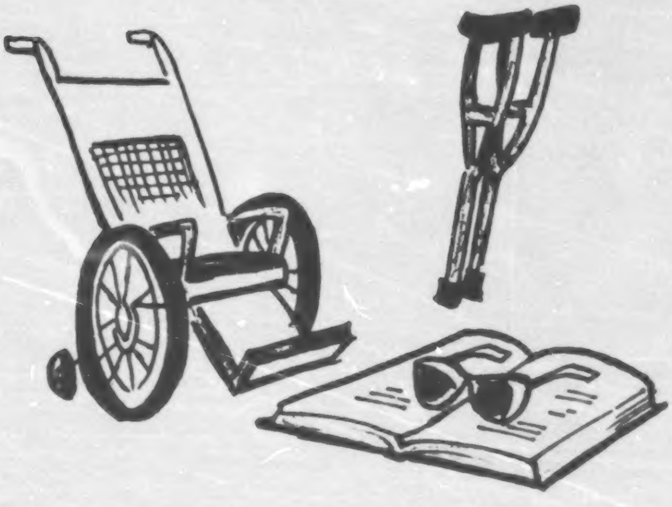
Two suggested activities to attain Competency 1 are:

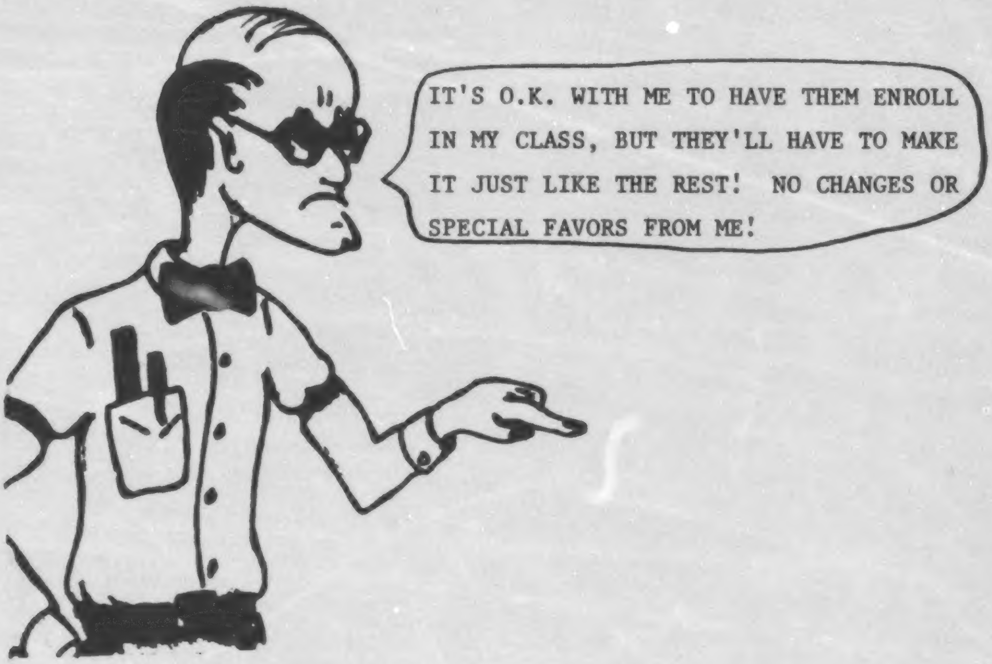
Activity 1: "What Is A Handicap?" (page 45)

An activity designed to help the participants deal with stereotypes associated with the word "handicapped."

Activity 2: "Close Encounters Of The Right Kind!" (page 47)

An experience with handicapping conditions through simulations.




IT'S O.K. WITH ME TO HAVE THEM ENROLL IN MY CLASS, BUT THEY'LL HAVE TO MAKE IT JUST LIKE THE REST! NO CHANGES OR SPECIAL FAVORS FROM ME!

It's attitude adjustment time!

The activities in this section are provided to assist teachers in overcoming the personal barriers of fear or ignorance which handicap us all. We overcome these psychological barriers, not by reading or attending lectures, but through personal experiences which help sensitize ourselves.

Teachers learn best when they recognize a need for learning. Most of the participants will be aware of the need to learn more about teaching special needs students. Others may have to be convinced of the need!

Teachers also learn best when several senses are involved; therefore, appealing to them through more than one sense is suggested. Include a variety of practical applications through demonstrations and selected media because learning is most effective when it is relevant to the teachers' needs.

*Definition of "gross ignorance" -- 144 teachers with negative attitudes toward special needs students.*

## Activity 1: "What Is A Handicap?"

What is your definition of a handicap? Teachers often have differing opinions as to what is a handicap. This activity helps the participants deal with general stereotypes associated with the word "handicap" and obtains a realistic definition of the term. Since this exercise provides the participants with an opportunity to express new insights toward handicapped people as individuals, it is recommended as an introduction to the inservice training session. As a result of this activity, the participants learn that "handicap" is defined by the demands of one's environment.

As the participants are asked to define the word "handicap," the inservice training presenter writes the definitions on the overhead projector. At this point, the participants are asked to stand up. The presenter then reads the following statements and pauses after each to allow time for the participants to sit down.

Start with the statement:

"It's nice to see such a large group of nonhandicapped, normal people."

Follow with:

"I would like for everyone wearing glasses to sit down."

"Everyone who is left-handed sit down."

"Everyone who does not have a masters degree sit down."

"Everyone who does not know how to drive a car sit down."

"Everyone who does not know how to swim sit down."

"Everyone who does not know how to play a musical instrument sit down."

"Everyone who does not know a foreign language sit down."

"Everyone who cannot type more than 60 wpm sit down."

"Everyone who does not know how to ski (snow or water) sit down."

"Everyone who cannot do 20 pushups in 5 minutes sit down."

"Everyone who has not made 3 successful sky dives sit down."

About half-way through the statements, you will probably find most of the participants seated. In case there should be a genius in the group, the last statement is a zinger and may have a delayed reaction.

Follow-up discussion to Activity 1 may include:

1. Do you still want to keep the definition of "handicap" you gave?
2. How many of you "normal" people were found to be handicapped?
3. How many of you were "multihandicapped?"
4. The presenter may wish to distinguish between "handicap" and "disability."

Now that a definition of the term "handicap" has been established, you are ready to actually handicap all participants in Activity 2. Welcome to the world of our least understood minority group. Attitude adjustment has finished the first round. Ring the bell! We are ready for round 2.

The process of change begins with someone who cares. Yet, to do nothing but care, however humanistic, is unproductive. Even to care with complete understanding, although humanistic and wise, is still unproductive. However, to do something positive, based on care and understanding, is not only humanistic and wise but also productive.

* * *

*My greatest concern in having handicapped students in the vocational class is:*

*"that they cannot understand when the teacher cannot devote enough time for them to learn. They simply are too far behind to grasp the concepts."*

*Workshop Participant*

* * *

## Activity 2: "Close Encounters Of The Right Kind"

Some teachers still feel special needs students belong on Mars or any place other than their classroom. The most effective attitude change occurs when the participants are made to feel handicapped. It is strongly recommended that the film A Day In The Life Of Bonnie Consolo be used as a lead into this activity (see Appendix E). For this activity, a sensitizing method will be used to "inconvenience" the participants to create an awareness of how it *feels* to be different! A variety of handicapping conditions can be experienced, and a list of necessary equipment includes:

1. Wheel chairs (check with a local pharmacy, medical supply, health center, or funeral home)
2. Crutches
3. Sunglasses (with lenses painted black to simulate blindness or smeared with petroleum jelly to simulate visual impairment)
4. Canes (made from dowel rods)
5. Cotton balls (to simulate hearing loss)
6. Straps (restrainers for restriction to simulate loss of arms)
7. Masking tape (to tape hands to simulate loss of thumbs)
8. Balloons (to simulate hidden handicaps)
9. Splints (wood or rolled newspaper to simulate stiff joints)
10. String (to use with balloons and splints)
11. Cassette tape player (for "Unfair Spelling Test")
12. "Unfair Spelling Test" tape (see Appendix [illegible] and activity sheet (see page 51)
13. Pencils (for "Unfair Spelling Test")
14. Scissors
15. Arrangements for coffee and donuts, lunch, or dinner

It is important that this activity take place in a large room where the participants can move freely. The use of tables and chairs is more conducive to active participation than a regular classroom with desks.

A frustrating but effective time for the handicapping simulation is during coffee break, lunch, or dinner, depending upon the schedule of the training session. Performing a simple everyday task such as eating can become a major endeavor. Continuing the simulation for an extended period makes the experience more meaningful as it gets more frustrating.

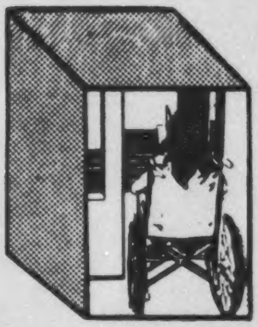
If the activity is to include the coffee break, arrangements for refreshments must be made ahead of time. After the participants have been handicapped, they can be asked to serve themselves coffee and donuts while they are "inconvenienced."

Experience using this activity with literally hundreds of workshop participants has shown that very few are not willing to become actively involved. However, in a few instances, some participants prefer one type of handicap over another. Careful observation may be necessary to prevent the participants from "cheating" while being handicapped. Variations of any of the handicapping devices may be used by creative inservice training presenters.

The presenters should select some of the participants who have a tendency to be talkative and assign them the condition of being "speechless." The participants must devise a method of communicating with others during the activity without verbalizing. Watch the frustration when you tell them, "You are no longer able to talk!"

The presenters then assign other handicapping conditions. The participants may assist with handicapping each other, taping hands to simulate no thumbs or tying straps to restrict arm movement to simulate having no arms. Cotton balls placed in the ears simulate a hearing impairment. Flexible plastic sunglasses with the lenses painted black produce instant blindness, and sunglasses smeared with petroleum jelly provide a visual impairment. A "buddy" should be assigned to assist each "blind" person.

Wheel chairs can provide experience with rigid barriers in public facilities. Crutches should be assigned to a person who has never had experience with them. Going to the restroom can really be an "eye-opener" for someone using crutches or a wheelchair for the first time.



Balloons attached to the body in different places may simulate hidden handicaps such as stroke, heart trouble, epilepsy, etc. If the balloon bursts, the participant must simulate the particular disability assigned by the presenter.

Stiff joints may be simulated by using strips of wood or rolled newspaper tied with string to prevent the joints from bending. This handicap becomes more noticeable when the participants serve their own coffee and donuts.

Post activity discussion can enlighten the participants as each reveals his/her feelings about the particular handicap he/she experienced. This awareness time should enable individuals to see a person first and the disability, handicap, or inconvenience second.

Prior to the beginning of the "Unfair Spelling Test" portion of this activity, the cassette player and the "Unfair Spelling Test" tape should be set up. The "Unfair Spelling Test" activity sheet should be duplicated and distributed at the beginning of the "test." (It is a good idea to have extra pencils on hand.)

The "Unfair Spelling Test" may be administered while the participants are handicapped; however, the emphasis of having a hearing impairment is sometimes greater when the other handicaps are removed. This will probably be a welcome relief!

Pass out the activity sheets to the participants. Explain that this activity is conducted by listening to a tape which simulates various hearing losses. Instruct the participants to write in Column A the words they hear. Puzzled looks may appear on their faces. At the end of Part One of the tape, ask several participants to read the ten words they heard.

Part Two of the tape gives the participants an experience with a different type of hearing impairment. The participants should write in Column B the words they hear. Again, have several participants read the words they heard.

For Column C on the activity sheet, the hearing impairment has been removed. The participants should have no trouble spelling the words. Be sure to have a list of words available in case anyone requests the correct words.

A short discussion after completing the "Unfair Spelling Test" may be appropriate. As a wrap-up to the entire session, feelings of being impaired and any changes in attitudes may be related as a segue into a discussion of other handicapping conditions.

> *My greatest concern in having handicapped students in the vocational class is:*
>
> *"The handicapped student always may be the best student in my program."*
>
> *Workshop Participant*

This is a sample of the form used for the "Unfair Spelling Test" you will receive when you order the kit Kids Come in Special Flavors (see Appendix E).

# AN UNFAIR SPELLING TEST

| A | B | C |
|---|---|---|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |
| 6. | 6. | 6. |
| 7. | 7. | 7. |
| 8. | 8. | 8. |
| 9. | 9. | 9. |
| 10. | 10. | 10. |

## COMPETENCY 2.

Define and describe the provisions of PL 94-142 including the content of the IEP as mandated by this federal legislation.

Suggested activities to attain Competency 2 are:

### Activity 1: "It's The Law -- PL 94-142!"

(page 54)

A filmstrip introducing legislation and the mandates of the Education for All Handicapped Children Act. "PL 94-142 -- It's Up To You" is a handout briefly explaining the law.

THE LAW
P.L. 94-142

### Activity 2: "Climbing To Vocational Success"

(page 61)

Handouts and transparencies depicting the responsibilities of both vocational and special education teachers at different points in the IEP process.

### Activity 3: "Where Do We Go From Here?"

(page 64)

An individualized activity using a checklist which directs the participants sequentially through the IEP process from referral of students to placement decisions.

### Activity 4: "Do You Have An IEP?"

(page 68)

Actual development of IEPs for all inservice training participants to be processed by the inservice training staff using data from the competency evaluation.

PROJECT SSAVE
How To Help
Handicapped
In Vocational
Education

## PL 94-142 And The Vocational Teacher

The activities in this section are intended to help vocational teachers understand and implement their responsibilities as required by PL 94-142. In addition to using the excellent filmstrips on the law, you may want to stress some major points of the law which specifically affect teachers. Other activities in this section stress vocational teachers' roles in the IEP process from referral to placement. An activity which directs the development of IEPs for the training participants is also included.

> *My greatest concern in having handicapped students in the vocational class is:*
>
> *"In order to give them the special attention they will require to gain the skills, I shall not be able to give my regular students the help they need. However, in the interest of the handicapped, I would be willing to accept a handicapped student and do my best for all."*
>
> *Workshop Participant*

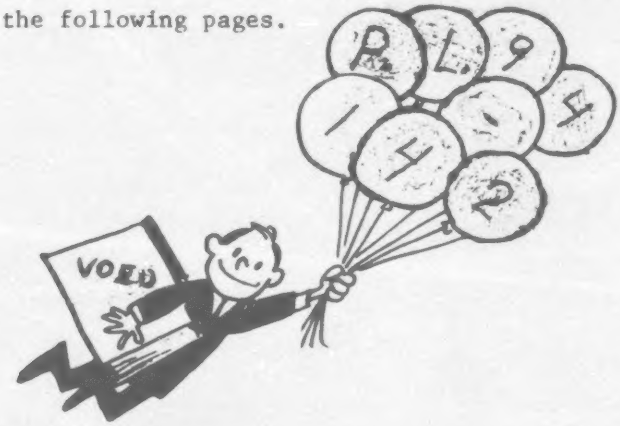
## Activity 1: "It's The Law -- PL 94-142!"

As an introduction to Public Law 94-142, the Education for All Handicapped Children Act, a multimedia package from the Council for Exceptional Children may be used (see Appendix E). The three filmstrips and cassettes in A Free Appropriate Public Education For All Handicapped Children should be thought of as a set of resources to be used in different combinations. Inservice training presenters may wish to use the filmstrip Introducing PL 94-142 to begin a training activity concerning legislation. Information sheets regarding the major points of the filmstrip are appropriate for developing extended discussion and independent study (see pages 55-58). Important highlights of the law are covered in the handout "PL 94-142 -- It's Up To You!" (see pages 59-60). Other important points of the law are included as topics for small group discussions for this activity.

The filmstrip projector and screen should be arranged and set up with the tape player before the session begins. Extension cords, extra lamps, and adapters may be lifesavers when preparing for a successful session.

Transparencies concerning main points of the law may be used if time allows, or they may be used in a follow-up session as a review. Your visual equipment needs will depend upon what media option you choose. Transparency masters (TM-1 through TM-6, see Appendix D) or slides are included for this section.

All printed materials should be duplicated and ready for dissemination at the beginning of this session. A copy of the handouts "Major Points Of The Filmstrip (PL 94-142)" and "PL 94-142 -- It's Up To You" are included on the following pages.



## Major Points Of The Filmstrip (PL 94-142)

1. Public Law 94-142, the Education for All Handicapped Children Act, was passed by Congress in 1975 and requires that all handicapped children receive a free appropriate public education, including vocational education, in every state.

2. This law emphasizes developing the abilities of the handicapped child, rather than concentrating on the disabilities, and designing an educational plan which meets the unique needs of the individual child.

3. The law defines handicapped children as mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired or other health impaired, or children with specific learning disabilities.

4. The law addresses only those children who, because of their handicap, need special education and related services in order to learn. Not all children with a handicap need these services to learn.

5. According to PL 94-142, special education is specially designed instruction which may include placement in a regular classroom with a special program designed, placement in a special class, home instruction, special physical education training, or hospital, state school, or institutional instruction.

6. The law requires that the specially designed instruction be based upon an individual education plan (IEP) designed to meet the unique needs of each child.

7. Related services, as defined by the law, include transportation and other developmental, corrective, and supportive services such as speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services. The law covers only those related services needed to help a child benefit from special education.

8. PL 94-142 requires that an IEP be written for each handicapped child in need of special education. The plan must include a written statement of the child's present level of functioning, annual goals, instructional objectives, and special education and related services that will be provided for the child.

INDIVIDUAL INSTRUCTION

9. According to the law, the IEP must be developed by educators, parents, and, whenever appropriate, the child.

10. The IEPs must be reviewed at least annually, but progress should be evaluated as often as needed to determine whether instructional objectives are being achieved.

11. The law requires procedures which assure that, to the maximum extent possible, handicapped children be educated with their non-handicapped peers, and that special classes, separate schooling, or removal of handicapped children from the regular educational environment occur only when the nature or severity of the handicap is such that education in the regular environment with supplementary aids and services cannot be achieved satisfactorily.

12. Testing and evaluation materials which are used for the purpose of assessment and placement of handicapped children must be selected and administered so as not to be racially or culturally discriminatory.

13. An appropriate educational program for the handicapped child cannot be based upon any single testing or evaluation procedure.

14. Procedures must be established which make records relevant to the identification, evaluation, and educational placement of the child available to the parents or guardians.

15. The law entitles parents or guardians the right to obtain an independent evaluation of the child if they feel that a fair assessment has not been made.

16. The law requires that a surrogate parent or guardian be appointed to protect the rights of the child whose parents or guardians are not known, are unavailable, or for the child who is a ward of the state.

17. Before any change related to the identification, evaluation, or educational placement of a child can be made, the parents or guardians must receive written notice in their native language.

18. Parents or guardians who are not satisfied that their child is receiving a free appropriate education are entitled to an impartial due process hearing. This hearing may also be used to resolve disagreements related to identification, evaluation, and educational placement of the child.

19. To insure impartiality, the due process hearing must be conducted by someone who is not involved in or employed by the agency that is responsible for the education or care of the child.

20. All parties at any hearing have the right to be accompanied and advised by counsel and/or anyone who has special knowledge or training related to the problems of the handicapped child.

21. A verbatim record of the hearing, written or taped, must be available to anyone involved in the hearing.

22. Anyone who is not satisfied with decisions made at the due process hearing may appeal to the state educational agency which will conduct an impartial review of the hearing and render an independent decision.

23. If any concerned party is not satisfied with the decision made by the state educational agency, that party has the right to bring a civil action in a state or U.S. district court.

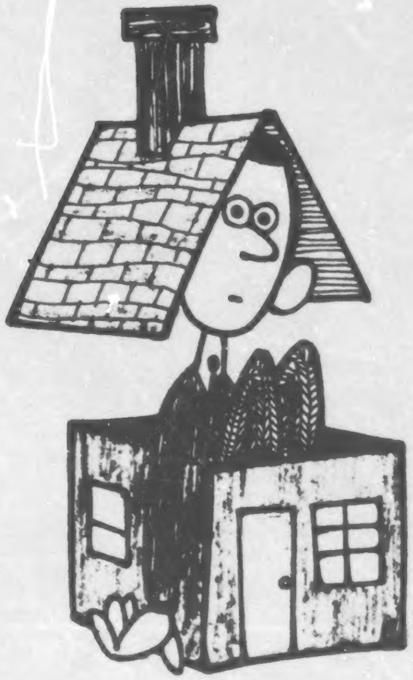
24. While the results of the civil action are pending, the child is supposed to remain where he/she was before the action began, or, if in a new public school, with the permission of the parent or guardian, placed in the public school program until all decisions are completed.

25. The educational program agreed upon must be provided with no cost to the parents or guardians.

26. Local school districts must develop and maintain a free and appropriate education for all handicapped children, and they must guarantee their educational rights. The state must monitor the maintenance and the guarantee.

27. If noncompliance with the law is substantial and cannot be remedied through appropriate procedures, the state educational agency must withhold federal entitlement to local districts.

28. If an agency which serves handicapped children does not receive federal funds under PL 94-142, the state still must guarantee that a free and appropriate public education and all educational rights are provided for the handicapped children.



## Least Restrictive Environment

### PL 94-142 -- It's Up To You

Some parts of PL 94-142 are not always clearly understood. One common misunderstanding about this law is that the least restrictive environment means the same as mainstreaming. This is not true! The concept of mainstreaming was introduced with the practice of educating handicapped students in the regular classroom with their nonhandicapped peers. The least restrictive environment, on the other hand, refers to the most appropriate placement of the handicapped student. Even though the most appropriate placement *may* be the regular classroom, it is not always. PL 94-142 requires that the handicapped student be educated in the regular classroom environment except when the nature or severity of the handicap is such that education in the regular classroom, even with supplementary aids and services, is not satisfactory.

Other parts of the law which require a second look include those assurances required of the state and its localities:

1. Extensive child identification procedures
2. Complete due process procedures
3. Regular consultations with parent or guardian
4. Inservice training programs
5. Special education in the least restrictive environment for each eligible handicapped child
6. Nondiscriminatory testing and evaluation
7. Policies and procedures to protect the confidentiality of all data and information
8. Maintenance of an IEP for each eligible handicapped child
9. An effective policy which guarantees the right of all handicapped children to receive a free appropriate public education at no cost to parents or guardians
10. A surrogate to act for the child when necessary

It's up to you!

P.L. 94-142

## Activity 2: "Climbing To Vocational Success"

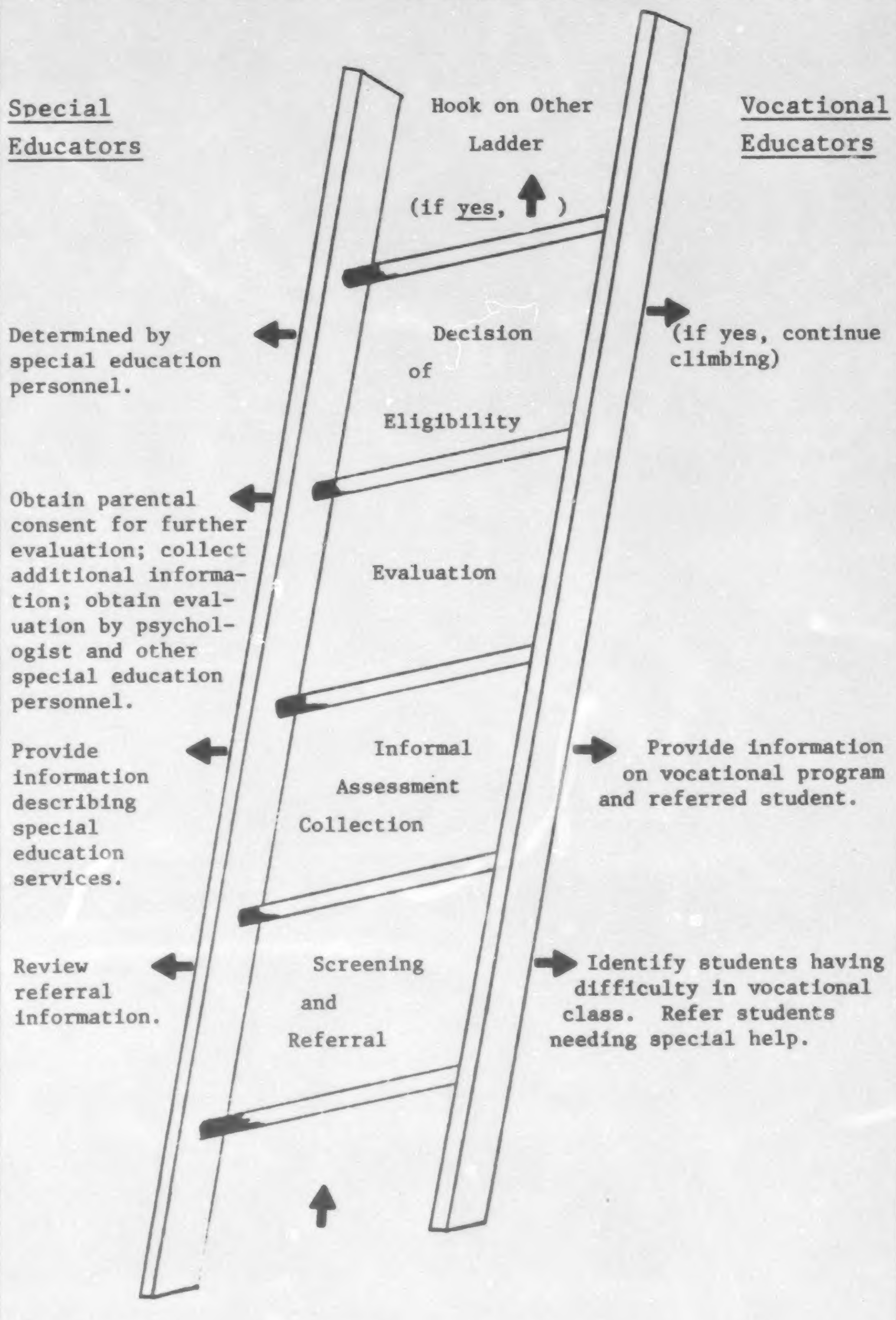
This activity focuses on the IEP process model. The general process model outlines the activities in which vocational educators are involved at different points in the preparation and implementation of an individualized education plan. Simultaneous activities which are the responsibility of special educators are also illustrated.

SIMPLE AS PIE...
IEP

The purpose in presenting this model is to outline several effective and efficient strategies for developing IEPs that are workable for vocational teachers. This helps them avoid complex procedures found in legislation.

> *In this session, the most significant learning experience for me was ..... "An IEP that is practical, to the point, and not all of that educational bull added in."*
>
> *Workshop Participant*

A transparency or slide of the "Vocational Ladders of Success" (TM-7 and TM-8) may be projected to introduce the input and activities of each group of educators. These aids are included in Appendix D. Duplicated sheets of this model can provide reinforcement of the information. This overview of the IEP process leads into activities that are indepth studies of each component of the IEP process.



**Special Educators**

**Vocational Educators**

Hook on Other Ladder

(if yes, ↑)

Decision of Eligibility

Determined by special education personnel.

→ (if yes, continue climbing)

Evaluation

Obtain parental consent for further evaluation; collect additional information; obtain evaluation by psychologist and other special education personnel.

Informal Assessment Collection

Provide information describing special education services.

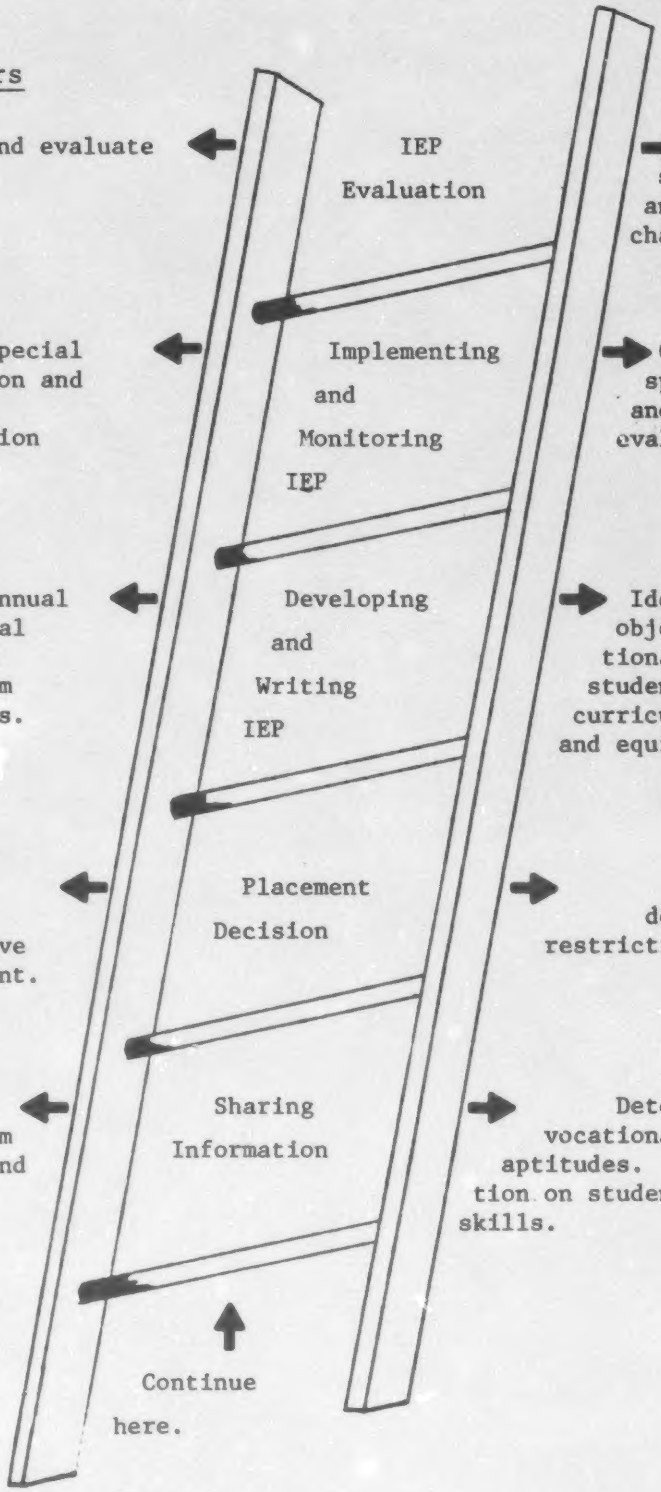
Provide information on vocational program and referred student.

Screening and Referral

Review referral information.

Identify students having difficulty in vocational class. Refer students needing special help.

Climbing to Vocational Success



| Special Educators | | Vocational Educators |
|---|---|---|
| Monitor and evaluate IEP. | IEP Evaluation | Report student progress and recommend changes in IEP. |
| Provide special instruction and support consultation services. | Implementing and Monitoring IEP | Communicate with special educators and implement and evaluate IEP. |
| Develop annual educational goals and short-term objectives. | Developing and Writing IEP | Identify goals and objectives in vocational are for the student. Modify curriculum, materials, and equipment. |
| Identify least restrictive environment. | Placement Decision | Assist in determining least restrictive environment. |
| Arrange for M-Team meeting and conduct. | Sharing Information | Determine student's vocational interests and aptitudes. Review information on student's basic skills. |

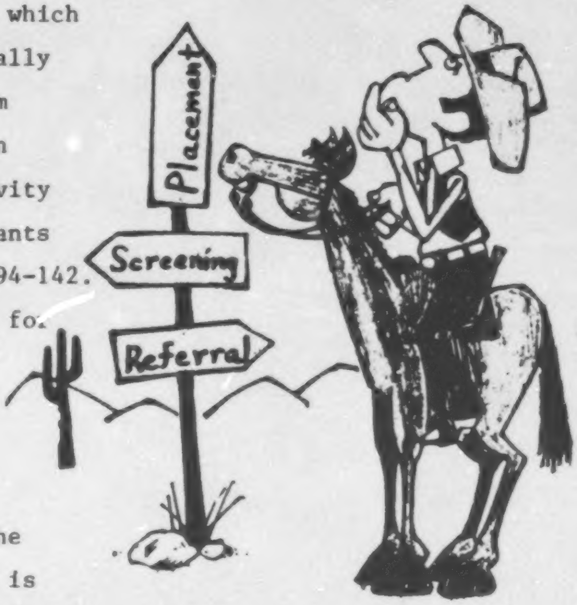
Continue here.

## Activity 3: "Where Do We Go From Here?"

One responsibility of vocational teachers is to assist in the identification of students who are having emotional, social, physical, behavioral, or communicative difficulties. Assistance for these students can be expedited by the use of a checklist ("Referral And Placement Of Students--A Vocational Teacher's Checklist," pages 65-67) which is designed to help teachers insure the most appropriate education for students.

An individual assignment which directs the participants sequentially through the IEP process model from referral to the placement decision may be given. The following activity is designed to guide the participants through the steps mandated by PL 94-142. The checklist provides guidelines for each step.

The checklist should be duplicated so that all of the participants have a copy to follow during the discussion of the IEP process model. The checklist is to be completed by the participants in their own vocational settings to provide relevance for the activity. The information acquired should provide insight into the responsibility of the vocational teacher with special needs students.



> *In this session, the most significant learning experience for me was ..... "How to identify the special needs students, how they learn, and what to do with them."*
>
> *Workshop Participant*

## Referral And Placement of Students

## A Vocational Teacher's Checklist

_____ 1. Do any of your students show evidence of any of the following conditions which might require special services: problems in vision, hearing, reading, writing, computation, listening, communication, or speech; short attention span; inability to establish and maintain interpersonal relationships; inappropriate social behavior; or physical limitations?

_____ 2. Do you know if this student is receiving special services?

_____ 3. If you do not know, have you checked with personnel who have this information?

_____ 4. If the student has been identified prior to placement in your vocational class, have you examined existing data to determine present functioning levels?

_____ 5. Have you reviewed the student's IEP and discussed his/her progress with parents and special education staff?

_____ 6. If the student is not receiving special services, have you completed the necessary forms and procedures?

_____ 7. Do you have any of the following types of information which may suggest that the student could need additional services: standardized test scores, work evaluation results, attendance record, progress evaluation reports, behavioral observation data, or results of any diagnostic testing done on the student?

Placement
REFERRAl

_____ 8. Have you reviewed the student's cumulative record for these types of information: reading and math achievement scores, previous vocational classes taken, results of work or vocational evaluation, or results of a vocational interest inventory?

_____ 9. Have you discussed the student's progress with former teachers?

_____ 10. Have you met with any of the following resource personnel about the student: parent or guardian, counselor, school psychologist, school nurse, social worker, or regular classroom teachers of the student?

_____ 11. Have you identified any resource within the community where vocational testing and evaluation could be conducted?

_____ 12. Can you accurately describe the student's learning style?

_____ 13. Do you know which person is responsible for receiving the referral information?

_____ 14. Do you have the necessary referral forms?

_____ 15. Do you know the procedure for referring a student?

_____ 16. Have you attended inservice training sessions on procedures and techniques for identifying special needs students?

_____ 17. Have you forwarded all necessary data to the person responsible?

_____ 18. Have you followed up to find what action was taken after referral?

_____ 19. If any additional information is needed about your vocational program, can you supply the following: course outline and description, instructional goals and objectives, requirements for admission to the program, desirable vocational aptitudes and interests, or the instructional materials used by the student?

_____ 20. Have you discussed the appropriateness of the specific vocational program with members of the M-Team?

_____ 21. Have all vocational and training alternatives been examined by the M-Team?

_____ 22. If the student is placed in your vocational class, do you need to make any curriculum modifications?

_____ 23. Do any factors such as class size or availability of equipment limit the amount of individualized attention the student will receive?

_____ 24. Is the proposed vocational placement of the student supported by the parents?

_____ 25. Do you need any assistance in modifying your curriculum and/or instructional materials?

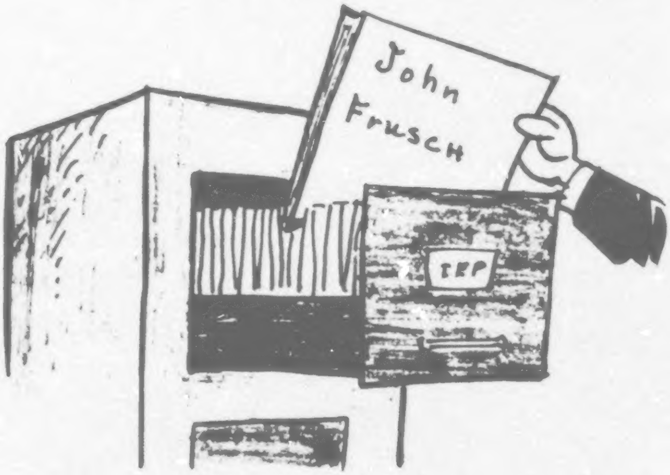
_____ 26. Have you asked the special education teachers for assistance?

Headed in the Right Direction?

## Activity 4: "Do You Have An IEP?"

During the initial inservice training session, the competency evaluation (see pages 31-33) should have been administered to evaluate each participant's knowledge and to assist the presenters in developing an IEP to meet the needs of each participant. The inservice training staff will need to review the scores and develop IEPs. A sample IEP that was developed by the Project SSAVE staff for an inservice training participant is included to further explain the process to be used (see pages 69-70).

The IEP for each participant should be developed to provide instruction in those areas in which he/she received low percentage scores on the competency evaluation (less than 50% correct answers). After the IEP is implemented, the competency evaluation is administered again, and pre and post test percentage scores are compared to examine the increase in participant knowledge.



Having an IEP written for each participant may prove to be the most effective way to teach the participants how to write relevant IEPs for their students. Each participant should be asked to develop one goal to be included in his/her IEP. An example of an IEP written for a vocational teacher who participated in a Project SSAVE workshop is on the following two pages. Item 4 on the IEP was developed by the workshop participant.

Individualized Education Plan for: John Frusch Teacher: Project SSAVE staff

Placement: Project SSAVE Workshop Date to be used: From 1/19/81 To 3/2/81

| PRESENT LEVEL OF PERFORMANCE SKILL AREA | GOAL | OBJECTIVE | METHODS & MATERIALS | EVALUATION |
|---|---|---|---|---|
| 1) 14% accuracy on knowledge regarding the characteristics of mentally retarded students | will increase knowledge of the characteristics of mentally retarded students | given a post test covering characteristics of mentally retarded students, John will answer questions with 80% accuracy | attend workshops | test administered and scores recorded |
| 2) 27% accuracy on knowledge of PL 94-142 | will increase knowledge of PL 94-142 | given a post test covering PL 94-142 John will answer questions with 80% accuracy | participant in workshop activities, discussion, and review materials | assignments evaluated by staff |
| 3) 67% accuracy on know ledge regarding the characteristics of emotionally disturbed students | will increase knowledge of the characteristics of emotionally disturbed students | given a post test covering characteristics of emotionally disturbed students, John will answer questions with 80% accuracy | complete independent learning activities assigned by presenter | workshop participation evaluated by presenter |

Individualized Education Plan for: John Frusch Teacher: Project SSAVE staff

Placement: Project SSAVE workshop Date to be used: From 2/2/81 To 3/10/81

| PRESENT LEVEL OF PERFORMANCE SKILL AREA | GOAL | OBJECTIVE | METHODS & MATERIALS | EVALUATION |
|---|---|---|---|---|
| 4) I do not know who is to be on the M-Team. | understand M-Team and how to help the students in my class after M-Team has referred him/her to me | learn from M-Team where this kid is coming from, where he/she is now; teach this student a skill of some kind | M-Team IEP report; course outline | write a paper on what I got from the M-Team and how I used this information to help the student |

COMPETENCY 3.

Employ observational techniques such as interviews and surveys to identify behavioral characteristics and appropriate teaching strategies for special needs students.

Suggested activities to attain this competency are:

Activity 1: "Txkx Tx Thx Xpxn Rxxd" (page 79)

A filmstrip which deals with learning characteristics, roadblocks, modalities, and expectations of the learning disabled (LD) student. Teaching tips are also suggested.

Activity 2: "Laermimp bisadilitise" (page 80)

A brief descriptive handout to introduce characteristics of learning disabilities to promote discussion.

Activity 3: "Will You Sign In Please?" (page 84)

A simulation designed to create an awareness of handwriting difficulties experienced by some persons who have learning disabilities.

Activity 4: "Reading for Fun" (page 85)

A short reading exercise presenting the problem of dyslexia.

Activity 5: "What's It Like To Be Learning Disabled?"

(page 86)

A film and discussion questions concerning an LD student that can be used as a further study of learning disabilities.

Activity 6: "The Suspect" (page 87)

A survey to be used with students who have reading, writing, listening, speaking, math, work habit, and social skill problems.

Activity 7: "What Ever Happened to Mike?" (page 91)

A film to be used as a wrap-up in the study of LD. This film shows the same LD student as in the previous film (If A Boy Can't Learn), only this takes place six years after high school graduation.

Activity 8: "Adolescence and Learning Disabilities" (page 93)

A film that emphasizes the need for humanistic and personal teacher concern when dealing with LD students.

Activity 9: "Frustrating As It Seems" (page 94)

A handout designed to help teachers understand the frustrations of all who deal with LD students.

Activity 10: "A Lapin's Interdisciplinary Conglomerate"

(page 97)

A simulation intended to stimulate teachers to think about the frustrations often felt by mentally retarded students.

Activity 11: "A Helping Hand" (page 100)

Strategies leading to success when educating mentally retarded students.

Activity 12: "Say That Again?" (page 103)

An exercise showing the participants feelings of frustration mentally retarded students may have when a task is not presented concretely.

Activity 13: "Unaccustomed As I Am..." (page 105)

A filmstrip to be used as a guide for developing instruction for mentally retarded students.

Activity 14: "Troublemakers and Timid Souls" (page 108)

A handout presenting the characteristics of and teaching tips for working with emotionally disturbed students.

Activity 15: "Disturbed? Who's Disturbed?" (page 112)

A filmstrip dealing with different aspects of educating emotionally disturbed students.

Activity 16: "Burdens Of The Disadvantaged" (page 113)

An activity using the filmstrip Square Peg, Round Hole and a handout of characteristics to help teachers work with disadvantaged students.

## Who's Handicapped?

Many vocational teachers are unable to deal with special needs students in vocational programs because they have had little or no training to work with them. Physically handicapped students are more readily accepted because the handicap is visible. Learning disabled, mentally retarded, and emotionally disturbed students are not accepted as easily because teachers find it more difficult to deal with hidden handicaps. Students may sink or swim in the mainstream depending on how well their vocational instructor understands the learning characteristics of special needs students and their effect on the vocational program.

> *My greatest concern in having handicapped students in the vocational class is:*
>
> *"being able to adequately meet their individual needs."*
>
> *Workshop Participant*

Learning activities in this section are designed to enable the participants to:

1. recognize learning characteristics of specific handicapping conditions
2. define specific handicapping conditions; i.e., mental retardation, learning disabilities, emotional disturbance, and disadvantaged
3. recognize and determine how learning problems and characteristics affect learning in specific areas of the vocational program
4. identify students who exhibit characteristics of specific handicapping conditions
5. describe specific strategies to assist in working with each handicapping condition.

* * *

> *My greatest concern in having handicapped students in the vocational class is:*
>
> *"Notification and identification for the handicap. Assurance of help in the educational process for the handicapped."*
>
> *Workshop Participant*

* * *

It's time to sail down the mainstream to explore more details of these hidden handicaps to help students from shore to smooth sailing in the mainstream. First, we'll troll along with the learning disabled until we know what they're like. Then we'll chart the course that will help them become navigators in vocational education. Grab you life jacket! We're ready to take the plunge!

## Who Is This Student?

| | |
|---|---|
| Usually ... | This is an intelligent student who fails at school. |
| Usually ... | This is the student who at school age reads "on" for "no," writes 41 for 14, p for d or q or b, and can't remember the sequence of letters that make up a word. |
| Usually ... | This is the student who hears the dog barking, the truck honking, but barely hears his/her mother calling him/her ... who hears the scratching of pencils, the sound of the air conditioner and footsteps outside, but does not hear what the teacher says. |
| Usually ... | This is the student who forgets names of people, places, things, his/her own address and telephone number, but does remember the ads on TV. |
| Usually ... | This is the student who loses his/her homework, misplaces his/her book, doesn't know what day it is, or what year, or what season. |
| Usually ... | This is the student with the messy room, the shirttail hanging out, the shoelaces undone, the student who attracts dirt to his/her person like a magnet. |
| Usually ... | This is the student who doesn't look where he/she is going, who bumps into the door, who trips on his/her own feet and doesn't look at the person who is talking to him/her. |
| Usually ... | This is the student who has trouble lining up, who can't keep his/her hands off the student in front of him/her ... who doesn't stop talking, who giggles too much and laughs the loudest. |
| Usually ... | This is the student who calls breakfast "lunch" ... who is confused by "yesterday," "today," and "tomorrow," the student whose timing is always off. |
| Usually ... | This is the student who can't tolerate making the smallest mistake ... who explodes at the slightest frustration ... who tunes out in mid conversation ... who is happy one moment and tearful the next. |
| Usually ... | This is the student who is reluctant to try anything new, who is frightened by change. |

| | |
|---|---|
| Usually ... | This is the student who says "I don't care" or "I won't" when he/she really means "I can't"... who would rather be called *bad* than *dumb*. |
| Frequently ... | This is the student who can't picture things in his/her mind, who can't visualize or remember what he/she sees. |
| Frequently ... | This is the quiet student who bothers nobody in the classroom but does not learn. |
| Frequently ... | This is the older student whose language comes out jumbled, who stops and starts in the middle of a sentence or an idea...who talks about hopsitals, aminals, and emenies. |
| Frequently ... | This is the student who hugs the cat too tightly but can't hold his/her pencil...gets frostbite in the snow, and doesn't feel the hot water until it nearly burns him/her. |
| Frequently ... | This is the good swimmer...who stumbles up the stairs. |
| Frequently ... | This is the student who draws the same thing over and over...who asks constant questions but doesn't seem interested in the answers. |
| Frequently ... | This is the student who can't keep a friend...who prefers to play with children younger than him/herself. |
| Frequently ... | This is the student who wants everything done in a certain way...who tattle tales...who picks on others for every little thing and bosses everyone around. |
| Frequently ... | This is the expert strategist in checkers or chess who can't understand a riddle or joke. |
| Sometimes ... | This is the student who doesn't want to go to school, who develops stomach pains, fevers, headaches instead. |
| Sometimes ... | This is the student who lopes through life, slow to get up, slow to move or to think, but quick to play. |
| Sometimes ... | This is the student who rushes headlong into his/her work, is the first one finished and has done all the problems wrong. |
| Sometimes ... | This is the student who can add and multiply but not subtract or divide...who can do math in his/her head but can't write it down. |
| Sometimes ... | This is the student who skips words, omits them, or adds them when he/she is reading aloud. |

| | |
|---|---|
| Sometimes ... | This is the student who smiles at everyone, greets strangers with open arms, says "hello" to anyone he/she sees...whose good nature leads him/her into trouble as "the fall guy." |
| Occasionally ... | This is the student who tends to feel that life is unfair, who carries a big chip on his/her shoulder and refuses to try. |

NEVER...DOES ONE STUDENT HAVE ALL THE CHARACTERISTICS DESCRIBED ABOVE.

BUT

This is the distractible student

who tends not to LOOK

who tends not to LISTEN

who tends not to REMEMBER

who tends not to DO what he/she's supposed to do.

Is he/she bad?

Is he/she a willful

manipulative

lazy

spoiled student?

No, probably not....

(Taken from No Easy Answers: The Learning Disabled Child, by Sally L. Smith.)

## Activity 1: "Txkx Tx Thx Xpxn Rxxd"

The filmstrip Txkx Tx Thx Xpxn Rxxd (see Appendix E) is designed to help vocational teachers prepare themselves and their programs for service to special needs students. It provides the framework and structure necessary to inform viewers about learning disabilities, to activate their empathy, and to indicate the kind and extent of modifications required to adapt vocational teaching to special needs students.

Major points portrayed in this filmstrip dealing with instructing vocational students who are learning disabled include:

1. awareness of learning characteristics
2. learning roadblocks
3. visual, auditory, and tactile learning
4. indicators of a learning disability
5. expectations of an LD student
6. teaching tips, techniques, and modifications

This filmstrip can be most effectively used as a discussion opener, as a guide for developing instruction for LD students, and as a guide for modifying existing vocational programs. Viewing of this filmstrip is suggested as a lead into Activity 2, which lists and describes characteristics of LD students. If this filmstrip is not available, other films or filmstrips which deal with learning disabilities may be used.

You now have the background information, so you are ready to explore learning disabilities. This hidden handicap will create many questions in the minds of the participants. Be ready for plenty of discussion!

> *"How is it that a boy can have regular intelligence and not be able to read?"*
>
> *Workshop Participant*

Activity 2: "Laermimp bisadilitse"

Present the following handout ("Learning Disabilities") to be used for group discussion. Transparencies may be made from this handout to emphasize specific points. This information can be used as reference material for teachers to review when special needs students enter their classes.

```
# # # # # # # # # # # # # # # # # # # # # # # # # # # # # # #
#                                                             #
#    Learning disabled students mainstreamed into vocational  #
#    classes may direct so much energy into hiding from or    #
#    attempting to cope with their disabilities that they have #
#    too little time or energy left for assigned tasks.       #
#                                                             #
# # # # # # # # # # # # # # # # # # # # # # # # # # # # # # #
```

You have gotten your feet wet in the mainstream. Now you may wish to become involved in other activities which reinforce your first experience of wading toward success.

## Learning Disabilities

The Tennessee State Board of Education (1982) defines a specific learning disability as:

> ...a disorder in one or more of the basic learning processes which may manifest itself in significant difficulties in the acquisition and use of listening, reading, writing, spelling or performing mathematical calculations...(a student) may not be identified as having a specific learning disability if the discrepancy (between achievement and ability) is primarily the result of one of the following: (A) a visual, hearing, or motor handicap; (B) mental retardation; (C) emotional disturbance; (D) environmental, cultural or economic disadvantage; (E) inappropriate or insufficient teaching. (page 11)

Students with learning disabilities have normal intelligence but are unable to process information for learning to take place. These students are weak in academic areas such as reading, writing, spelling, and arithmetic, or have difficulty listening or talking.

### Characteristics of the Learning Disabled

1. Specific problems in reading, writing, spelling, arithmetic, or listening.
2. Near or above average intelligence.
3. A marked difference between ability and achievement.
4. Hyperactivity--not all LD students are hyperactive.
5. Hypoactivity--some LD students will sit and do nothing, make no response and appear to have no desire to work.
6. Problems in attention, concentration, and memory.
7. Poor body coordination.
8. Impulsivity--LD students will do what they want to do.
9. Perseveration--difficulty in changing from one activity to another.

## Learning Disability Identification Guide

### Poor visual functioning (reading and/or writing)

1. consistently reverses letters and words
2. difficulty in written expression
3. poor penmanship
4. unable to copy correctly from book or blackboard
5. cannot follow written directions
6. produces poorly organized written work

### Poor listening and understanding skills

1. cannot follow oral directions
2. cannot give a description in proper sequence
3. has difficulty in expressing ideas orally that he/she seems to understand
4. inattentive during oral presentation of class work
5. written expression is better than oral expression
6. poor understanding of spoken language

### Marked memory problems

1. easily distracted, poor attention, or general inability to carry out directions independently
2. short attention span
3. repeated failure to recall on a day-to-day basis what has been taught

### Activity levels hyper-hypoactive which seriously interfere with educational progress

1. may become silly or angry more often or more violently than other students
2. may become more passive, daydream, or withdraw

## Strategies For Teaching Learning Disabled Students

1. Structure the learning environment and tasks for the students. Set specific standards and limits--make rules few and simple.
2. Be consistent with everything--directions, rules, discipline, organization, etc.
3. Present directions simply and briefly.
4. Establish clearly stated and understood consequences for rule infractions.
5. Shorten assignments or break them into segments so they do not overwhelm the students and so the task can be completed. Present one task at a time in sequence.
6. Allow necessary "breaks" between activities.
7. Allow appropriate ways and times for students to expend energy.
8. Involve the students in recording academic progress, behavior, etc.
9. Try to improve one behavior at a time.
10. Reward appropriate behavior.
11. Help the students to organize their work by providing lockers, boxes, folders, etc.
12. Increase attention span by removing distractions. Make sure the students have only the essential materials to complete the task at their work stations.

*A student's specific learning disability will suggest a particular teaching strategy.*

Activity 3: "Will You Sign In Please?"

This simple exercise is designed to create an awareness of the difficulty in handwriting that is experienced by a learning disabled student. This is a non-threatening way to introduce characteristics of LD.

The inservice training presenter gives these verbal directions:

1. "Does everyone have pencil and paper?"
2. "Write your name in your best cursive handwriting as if you were signing a $1,000,000 check."
3. "All right-handed people follow the next directions:

   Move your left foot in a counter-clockwise direction forming a perfect circle. Concentrate on making the circle absolutely perfect. Now, while you are concentrating on your foot, write your name again! Any difference?"
4. "Now lefties:

   Move your right foot clockwise making a perfect circle. For you with digital watches, I'll demonstrate. Concentrate on your foot making a perfect circle and sign in again please!"

"The differences in your signatures might be because you were distracted by watching the motion of your foot."

A student with learning disabilities may be distracted by many things. However, distractibility is only one possible characteristic of a learning disability.

**Sign in,**
**please**

## Activity 4: "Reading For Fun"

Present the participants with their reading paragraph assignment for today's class. The paragraph boxed below can be duplicated and distributed. Say to the participants:

"Now that you have done so well with your cursive writing assignment, it's time to have your reading class. Since all students have exactly the same ability and learn at the same rate, we all have the same reading assignment."

ereTh once saw a stnbemt maneb )harley ohw dah a reabiup grodlen which saw )alleb bsylexia. ishT )auseb hin namy a)abeni) trodnles ni s)hool. siH vo)catioual tea)her bib ton nuberstaub siht haubi)aqqimp )oubitiou aub ueebeb helq. ehT spe)ial ebnucatiou tea)her talkeb with sih iustrn)tor, aub heyt beveloqeb wen nethobs so eh )onlb de sn))essfnl.

Call on a certain participant by name or vocational area to read aloud to the other participants. Many will look puzzled, giggle, or express frustration. Have the participant try reading only one sentence. Ask another participant to continue with the next one. Many participants will offer the others help or laugh when they make mistakes just like in a regular classroom. Continue until the paragraph is finished. You'll probably notice the participants smiling with relief.
Conclude the activity with:

"Now, wasn't reading in front of the whole class fun? How many of you have students who read like this? Did you notice the hesitations, mispronunciations, and substitutions? Did the words look right to you? Can you imagine the frustration felt by a student who sees the printed page in this way? Is this reason enough to adapt your curriculum materials and teaching strategies for the student with average or above intelligence who has this reading problem?"

## Activity 5: "What's It Like To Be Learning Disabled?"

What happens if you're a seventeen-year-old boy in high school and can't read? Not even the word "MEN!" Frustration! You have normal intelligence, but you can't read, can't do math. You have been "passed along" through school. You enter high school without graduating from elementary school. You are now creating discipline problems.

An activity which has proven to be a successful further introduction to LD is the film If A Boy Can't Learn (see Appendix E). This is an actual case study of a boy named Mike. You will observe Mike in three different settings: (1) at home on his father's ranch, (2) in diagnostic situations, and (3) in school. So let's see what to do if a student can't learn.

The 16 mm projector should be set up with the film prior to the beginning of this session. Don't forget the take-up reel! It has been known to happen! The film lasts 28 minutes.

The presenters can lead a discussion of the film after its presentation. The following are suggested to get the participants involved in the discussion:

1. Why is the cooperative planning time with the total group of teachers so important? What can make that occur more often?
2. What effects of failure become obvious in Mike's attitude, behavior, and overall personality development?
3. What peer difficulties would appear as a result of Mike's problems in school?

After the discussion, these follow-up activities may be used:

1. Arrange a schedule [illegible] one student with all pertinent teachers present to consider his/her overall needs.
2. Involve the participants in a joint decision making process, with relevant survival skills appropriate for the student.

Note: In California (where the film was made), a student designated as "educationally handicapped" is excused from meeting state mandated reading test standards. Mike "graduates" with his class.

## Activity 6: "The Suspect"

If you noticed when Tom is reading...

he reads unevenly...
he loses his place...
he repeats words...
he does not seem to understand.

If you noticed Tom's writing...

is not in complete sentences...
is unorganized...
has reversed letters...

If you noticed Tom's speaking...

is not clearly articulated...
has unpronounced ending sounds...
is nervous, quick, and hard to understand...

then you have the clues to make him a "suspect." How can a vocational teacher informally assess if he/she has an LD suspect? The next few pages of interrogation and transcript provide some valuable evidence.

Working with "Collecting Clues For Evidence" (pages 88-90), the participants can evaluate their suspects to gain relevant information that may be used, not against them, but for them. From teacher observation it may be determined if the "suspect" has problems and needs further testing. If the evidence seems conclusive, then it is the duty of the teacher to begin the referral process.

## Collecting Clues For Evidence

(A Survey For LD Suspects)

This survey can be used as a way of quickly checking for problems in reading, writing, listening, speaking, math, work habits, and social skills.

DIRECTIONS: PLACE A CHECK BY THOSE CLUES
EVIDENCED BY THE STUDENT

### Reading

1. Reads without expression ____
2. Guesses at words by beginning sounds ____
3. Pauses frequently while reading ____
4. Does not attempt to correct mistakes ____
5. Reads very slowly and tries to sound out words ____
6. Repeats words and then loses place ____
7. Cannot pronounce words by blending sounds ____
8. Moves lips while reading silently ____
9. Does not comprehend what is read silently ____
10. Comprehends oral reading by another person better than own reading ____
11. Resists reading assignments ____
12. Reverses letters and sounds ____
13. Does not follow written directions ____

### Writing

1. Does not organize ideas into paragraphs ____
2. Reverses letters ____
3. Punctuates incorrectly ____

4. Exhibits poor penmanship ____
5. Does not write complete sentences ____
6. Shows little progress in spelling even with practice ____
7. Spells all words phonetically ____
8. Is unable to copy correctly from book or blackboard ____
9. Makes messy corrections in written work ____
10. Does not indent paragraphs ____
11. Spaces paragraphs inconsistently between margins ____
12. Writes more poorly under pressure ____
13. Avoids writing ____
14. Speaks much better than he/she writes ____
15. Turns in work with errors that appear to be carelessness ____

Listening

1. Cannot follow oral directions ____
2. Does not pay attention to what is happening in class ____
3. Does not completely understand spoken language ____
4. Cannot give a description in proper sequence ____

Speaking

1. Does not articulate clearly ____
2. Mispronounces ending sounds of words ____
3. Confuses medial sounds; i.e., emenies for enemies ____
4. Speaks quickly and nervously ____
5. Hedges when answering questions ____
6. Has problem finding correct words ____
7. Interrupts self ____
8. Gets off the subject easily ____

9. Writes better than he/she speaks ____

### Math

1. Does not understand place value ____
2. Has difficulty with spatial concepts and measurement ____
3. Does not understand borrowing and carrying ____
4. Cannot immediately recall math facts ____
5. Cannot solve written problems ____

### Work Habits

1. Does not complete assignments ____
2. Shies away from new tasks ____
3. Manifests a short attention span ____
4. Is unable to sit through class ____

### Social Skills

1. Seems to be lethargic or apathetic ____
2. Shows negative and inadequate feelings ____
3. Prefers being a loner ____
4. Acts out frustrations aggressively ____
5. Does not accept help even when it is needed ____
6. Appears to be passive ____
7. Avoids competition ____

## Activity 7: "Whatever Happened To Mike?"

After viewing *If A Boy Can't Learn* and using the other activities concerned with learning disabilities, an appropriate wrap-up to this handicapping condition is the film *Whatever Happened To Mike?* (see Appendix E). This 12 minute film continues the story from *If A Boy Can't Learn* and tells how this LD student built a full life after receiving late--but significant--help from his teachers.

Mike is shown six years after his high school graduation. He tells how he has been able to get and keep jobs despite his reading problem and how he worked from being an unskilled laborer in a sawmill to being a highly skilled worker operating sophisticated equipment. His wife tells how proud she and her family are of Mike, although at first her father objected to the marriage.

This film illustrates dramatically the influence and impact that caring teachers can have on the life of a handicapped student. To introduce this film, the presenters should review the following description of Mike from the film *If A Boy Can't Learn*:

1. He was a behavior problem.
2. He intimidated his teachers.
3. He was a non-reader.
4. He couldn't do math or even make change.
5. He was in danger of being kicked out of school.
6. He thought he was "dumb" until testing showed him--and his teachers--how he could learn.

An effective lead into a discussion prior to showing the film is to ask the participants what they think has happened to Mike and what he is doing now. You will receive a variety of interesting answers. A favorite answer in a Project SSAVE workshop was:

> *"He's probably chairman of the local school board!"*
>
> *Workshop Participant*

In the discussion following the film, these points should be reviewed about Mike:

1. He was elected as the youngest member of the Sheriff's Posse.
2. He has been continuously employed.
3. He ran one of the most popular county fair concessions.
4. He has operated complex machinery.
5. He has demonstrated responsibility as a family man.
6. He has been a valued employee.
7. He has been recognized as a good citizen.

Remember, this is a true story and should enhance developing positive attitudes of the participants. Keep afloat with your own positive attitude. Let your enthusiasm show!

> *"Treat me as a person, not a diagnostic label....As a person, I fit no preconceived mold. I come to you with my unique fears and hopes, uncertainties and convictions, weaknesses and strengths. I come also with unrealized potentials...potentials with fewer fixed limits than I'm aware of or you should set for me until together we can more fully explore what I may become."*
>
> *Dr. E. H. Barton*
> *(who is handicapped)*

## Activity 8: "Adolescence And Learning Disabilities"

Students are faced with achieving the tasks of developing a positive self image, setting long range vocational goals, and meeting society's demands. Achievement of these tasks leads to a measure of success and happiness in maturity. Failure in any of these tasks results in inadequate living.

The film Adolescence And Learning Disabilities (see Appendix E) deals with attaining these "tasks" and sparks motivation through relevance. The symptoms of learning disabilities are explored:

POOR SELF CONCEPT
SOCIAL IMMATURITY
NON-PARTICIPATION
HOSTILITY
LONELINESS
BOREDOM
LACK OF MOTIVATION
APATHY
INABILITY TO VISUALIZE THE IMPACT ONE HAS ON OTHERS

This film is designed to show that teachers' concerns need to be human, personal, and individual rather than scholastic, grade-level, or curriculum related concerns in dealing with LD students.

## Activity 9: "Frustrating As It Seems"

(This can be used as a handout for reinforcement of positive attitudes toward learning disabled students.)

"Why does he read SAW for WAS?"

"Can't he see the difference between b and d?"

"How come she could read all of these words yesterday, and she can't get a single one today?"

"Will he never learn the days of the week?"

"If he can talk about life on Mars, why can't he add 2 + 2?"

"Can't he stop talking for 5 minutes?"

"She wasn't still for a moment all day, but when I want her down here for dinner, I can't get her to stop what she's doing!"

"Good Lord, what will he do next!"

"Why won't he behave at school?"

"How could she put down the same answer to four different arithmetic problems?"

"Will she ever get it all together?"

"He's good and he tries so hard, why can't he learn?"

"Every year he has another birthday, but nothing seems to change except his age!"

Exasperated...

Puzzled...

Desperate...

Uncertain...

Frantic...

Exhausted...

Helpless...

Hopeful...

These are the feelings of the mother and father of a learning disabled child. IT ISN'T THAT OTHER CHILDREN DON'T BEHAVE THIS WAY--THEY DO. IT IS THE QUANTITY, INTENSITY, AND LONG DURATION OF IMMATURE BEHAVIOR WHICH MAKE THE LEARNING DISABLED CHILD DIFFERENT. It is the uneven quality of this child which is confounding. He is demanding. He is bewildering. He drains parents and teachers; they want to do the very most and best they can for him, but they don't know what to do. When they are with such a child, adults who are otherwise competent feel helpless and inadequate.

(Reprinted from No Easy Answers: The Learning Disabled Child, by Sally L. Smith.)

As we wade deeper into the mainstream, we need to supply extra flotation devices to provide for students floundering in the waters of education. Our next focus for consideration will be survival skills for the mentally retarded in the vocational setting.

## Mental Retardation

Probably the group of handicapped students who have the hardest struggle is the mentally retarded. They are the most misunderstood and suffer the most abuse. They constantly hear slang labels such as:

Hey Retard! Dummies! Coo Coo! You Stupid!

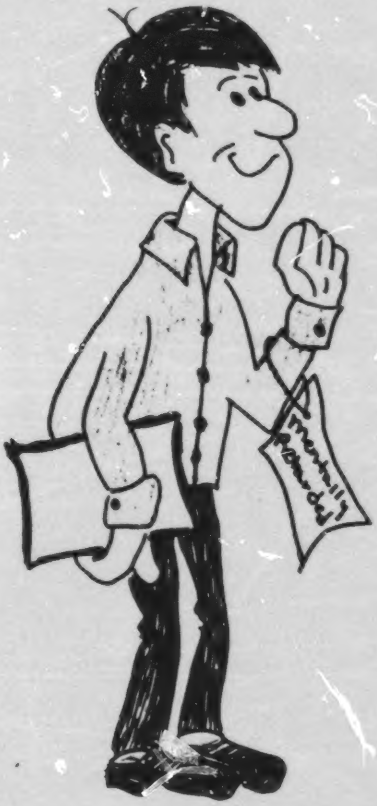
He goes to the "Quack Shack".

Dumbos! Loonies! Idiot! Lazy!!! Crazy!

> *"I'm late to class because I didn't want my friends to see me going to the door with the huge sign saying SPECIAL Education!"*
>
> *Special Needs Student*

Mentally retarded students can learn if we know how to teach them by presenting concrete information. Mildly retarded students have the hardest time because the handicap is invisible. They look perfectly normal except for their learning difficulties. They wake up, dress, ride the bus, and laugh like the rest of the students. From eight until three they are different because they must enter the special education class to get the help they need. Can you imagine how this would rock the boat? How can this student keep a positive self image afloat? The self concept is kept in a state of confusion by conflicting reactions to the handicapping condition. Brothers and sisters protect the handicapped students while peers ridicule and tease them.

Teachers that care can create a more positive atmosphere in their classes when they understand the characteristics and behaviors related to mental retardation. Activities to help the participants develop a better understanding begin on the next page. Remember that each student who is handicapped is different, and no matter what label is attached for the convenience of others, he/she is still a totally "unique" person.



## Activity 10: "A Lapin's Interdisciplinary Conglomerate!"

The idea of this activity is to stimulate thinking! What does it really feel like to be a mentally retarded student in a vocational setting? Remind the participants that these students are not from outer space and are not to be shipped out to a separate colony! Mentally retarded students have the same needs that everyone has, to love and be loved, to learn, to share, to grow, and to experience the same world in which we all live. They have no separate world. There is only one world! We all must work on this problem! Speaking of problems, now is the time to present the following problem to the participants ("A Lapin's Interdisciplinary Conglomerate," page 98):

"If all of you super teachers have kept up to date on your homework, you will have no trouble solving this simple exercise. Don't start until everyone has received the problem! You will have two-and-a-half minutes to answer the simple questions!"

Keep talking and remind the participants constantly of how much time is left. Impress on them that how well they do on solving this problem will be recorded on the IEP developed for them. Try to keep a serious look on your face--it can be difficult! You will see frowns, hear giggles of frustration, and feel an air of resentment toward you for putting them in this situation. When the time is up, expressions will change, and there will be sighs of relief when you explain that the task was simply to make them see how a mentally retarded student feels in their classes when he/she is competing with time and other students.

Here's your problem! Hop to it!

## A Lapin's Interdisciplinary Conglomerate

Machinating an unvanquished prospective for the postexistence of a defective lapin is an arduous essay due to a nonexistance of opportune quintains on the part of progenitors whose routines had an azygous animus of propagation. Pusillanimous abecedarians of this species of the fauna must deter loquaciously making ludicrous dictums when becoming exaspirated in volition extrapolation. Acquiescence may purport a comprising denouement. This posits that all enigmas should be resolved if there is coadjustment by mentors.

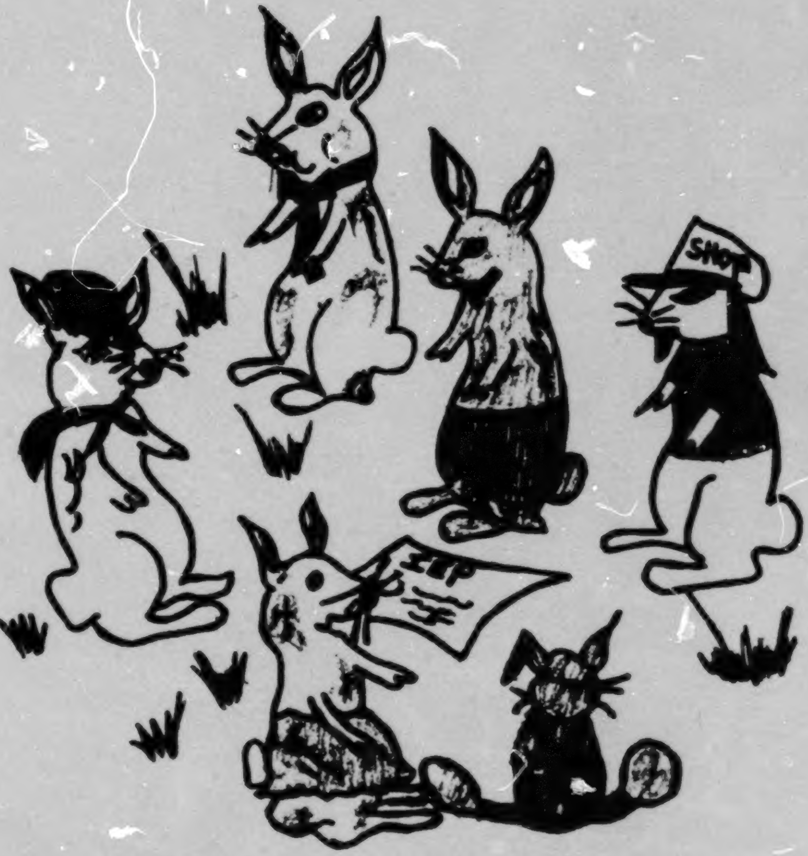
Circle the appropriate letter:

1. What or who is the main subject of this story?
   - a. a teacher
   - b. the future
   - c. a rabbit
   - d. both b & c
2. To what does quintains refer?
   - a. leaders
   - b. quintuplets
   - c. hopes
   - d. goals
3. The fauna is a collection of
   - a. fossils
   - b. religions
   - c. goals
   - d. animals
4. Coadjustment by mentors is
   - a. seeking divorce
   - b. adjusting meanings
   - c. cooperation of teachers
   - d. coming to an end
5. Which of the following best describes the meaning of the story?
   - a. people adjusting to life
   - b. discussion of sex
   - c. students in vocational education
   - d. an M-Team meeting

## Interpretation of

## A Rabbit's M-Team Meeting

Planning a successful program for the future of a handicapped rabbit is a difficult undertaking due to a lack of appropriate goals on the part of ancestors whose habits had a singular goal of reproduction. Teachers who educate this species of the animal kingdom must not talk so much and make absurd remarks when becoming upset in making decisions. Complying with a demand may create a compromising solution. This assumes that all problems should be solved if there is cooperation by instructors.



## Activity 11: "A Helping Hand"

The handout "Mental Retardation" (pages 101-102) contains a definition, characteristics, and teaching strategies for working with mentally retarded students to be used for discussion. Sharing personal experiences concerning mentally retarded students can give insight into this handicapping condition. Almost everyone has known a mentally retarded person, so ask the participants to share their experiences.

Being mentally retarded can create many situations in school--

--sitting in a corner in the back of the room.

--sitting right next to the teacher.

--being introduced to the class when nobody else is introduced.

--having a different textbook but carrying home the one the rest of the class takes home.

--being scared to death when making a report to the class.

--feeling so good when the teacher says you did well.

--feeling a sense of pride when you can actually show somebody else how to do something.

--feeling frustrated when it takes twice as long to learn what the others are learning.

A concerned teacher can make the difference between "the thrill of victory" and the "agony of defeat" for the mentally retarded student who wants to make it!

## Mental Retardation

The Tennessee State Board of Education (1982) defines mental retardation as:

> ...a continuing handicap in intellectual functioning and adaptive behavior which significantly impairs the ability to think and/or act and the ability to relate to and cope with the environment.... (page 4)

Impaired intellectual functioning implies a score which is more than two standard deviations below the mean of normal distribution on standardized intelligence tests. Adaptive behavior is the degree to which an individual meets the standards of personal independence and social responsibility expected for his/her age.

### Characteristics of the Mentally Retarded

1. Poor, short memory.
2. Very poor in abstract thinking.
3. Short attention span.
4. Very little creative ability.
5. Slow in motor coordination.
6. Smaller in physical stature.
7. Poor in handling symbolic materials; must use concrete materials.
8. Lack of ability to transfer learning (something learned is not quickly transferred to the future).

### Strategies for Teaching Mentally Retarded Students

1. New tasks should be uncomplicated and have few unknown elements to be learned each time.
2. If tasks are brief, the students will pay attention to the most important parts of the learning experience and not get lost in a long process.

3. Tasks should be sequential. This allows the students to proceed in a sequence of small steps, each new skill built on those previously learned.
4. Tasks should be designed for success. A major obstacle in teaching mentally retarded students is their fear of failure. This problem can be reduced with successful learning experiences.
5. Tasks should be designed for overlearning. Drills in game form that repeat the same skill over and over will reinforce what the students learn.
6. Tasks should be relevant. The students will learn more quickly if the importance of the task is recognized.
7. Tasks should be repetitive. Give short, repetitive tasks and instructions.
8. Teach the task while standing behind the students. This allows for minimal distraction.
9. Use brief and concise verbal feedback.
10. Use physical guidance when the task is being performed incorrectly.
11. Be specific, be concrete, and repeat information.
12. Use lists instead of paragraphs for written directions.
13. Check the vocabulary level of materials used.
14. Use the same words for the same directions until the students know what to do.
15. Have the students show you that they know what you want.
16. Print directions on the board instead of writing in cursive.
17. Provide reading materials used in your course to the students' reading instructor.
18. Use work assignment sheets designed for non-readers.
19. Provide immediate feedback, either verbal or non-verbal.

## Activity 12: "Say That Again?"

This exercise helps the participants experience a learning task in which the level of difficulty is very high. Being in a position of having to ask assistance will be an unusual feeling for a seemingly simple task. "How does it feel to be mentally retarded?"

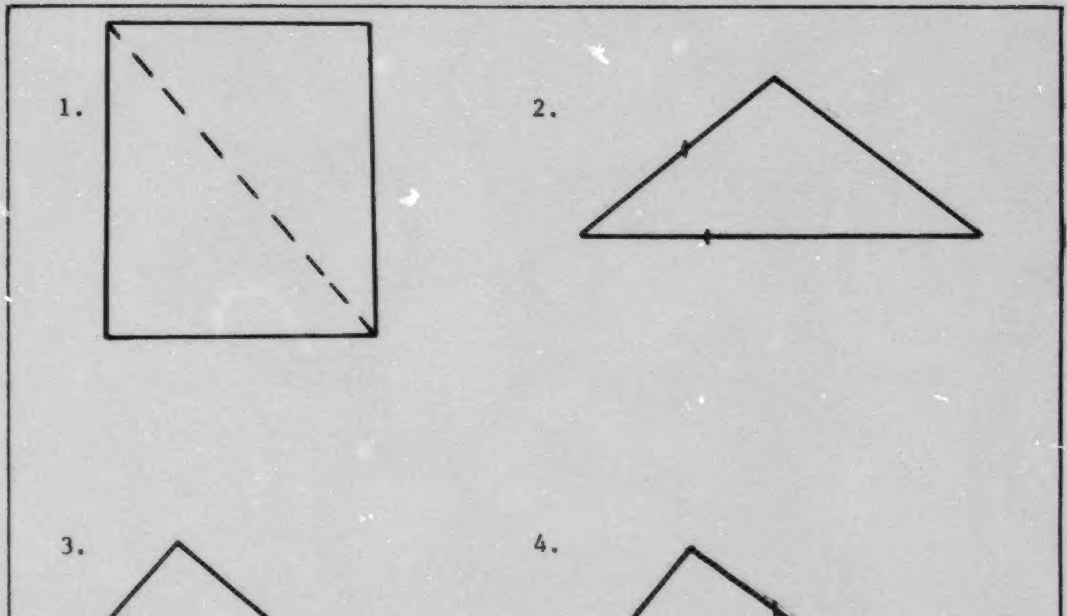
The activity takes about 10 minutes, and you will need plain sheets of 8½" x 11" paper and pencils. After each participant receives a piece of paper and pencil, read the following directions seriously with a straight face. Begin slowly but pick up speed while reading:

"Fold this square piece of paper in half along the diagonal. You now have a triangle. (pause) Mark a point on the diagonal at one third the distance starting from the left angle and another at the middle of the triangle's left side. Fold the left angle along the line between the two points so that the left angle reaches toward the right side. (pause) Now, draw a point at the middle of the right side. Draw another point at one third of the diagonal. Starting from the angle on the right, draw a line between those two points and fold along the line you have just drawn. (pause) In order to finish the cup, separate the two angles of paper at the top of the old triangle on each side of the cup. Open the cup."

The participants may indicate confusion and ask for a repetition of the instructions. The presenter should repeat the directions in a somewhat "impatient--OK, but try to listen" manner. This will reveal the attitudes of some teachers with which mentally retarded students have to deal when they are mainstreamed.

When the participants have given it another try, you may still have some who didn't succeed. This is an opportune time to discuss feelings. Ask the participants to share their feelings concerning the task and associate these feelings with a student who has a learning problem with focusing on following directions, especially verbal directions. Point out that visual diagrams might help this learning situation in which different channels of input may be useful. Ask for their feelings when the presenter seemed annoyed at their asking for the directions to be repeated.

A paper folding diagram should be duplicated and disseminated to show how visual clues can help. A sample diagram is included for you to duplicate.



## Activity 13: "Unaccustomed As I Am..."

This filmstrip (Unaccustomed As I Am..., see Appendix E) deals with instructing vocational students who are mentally retarded and can be most effective when used as a discussion opener. It serves as a guide for developing instruction for the handicapped and modifying existing vocational programs. This activity is aimed at promoting growth by the participants in their ability to cope with and effectively train mentally retarded students.

Major points included in the filmstrip are:

1. parental overprotection
2. transportation problems
3. independent living skills
4. teaching techniques and modifications
5. the need for understanding
6. allocating resources to the needs of the mentally retarded
7. adaptive behavior needs
8. facilitating learning through success

It is suggested that viewing of this filmstrip be followed by a rap session for expressing the feelings of the participants. Suggested questions are:

1. How did the plight of the mentally retarded student affect you emotionally?
2. How would you feel about this student entering your classroom or lab?
3. What were the unique needs of this student?
4. What ideas have you tried in working with this type of student?

After this presentation, you may wish to refer to the handout "Mental Retardation" (pages 101-102) and discuss teaching strategies to help this type of student.

## Emotional Disturbance

A bridge over troubled waters may help emotionally disturbed students be successful in vocational education. Emotionally disturbed students may generally be misunderstood if teachers do not have the interest to explore the causes of the students' behaviors. The following is a story related by a special education teacher about an emotionally disturbed student.

### *Attention Please!*

*Harry is a 16 year old boy in a VAP class. Some days he is very hyperactive, seems to get into everything, and harasses the other students! The kids call him crazy and try to avoid hanging around him. Sometimes, he sits and talks to himself about things outside the classroom. He really gets to me sometimes as his special education teacher. Harry keeps me on my toes and my nerves on edge! Patience is so necessary in dealing with him. It takes time, a bushel of ideas, plenty of materials, and a good imagination to plan learning experiences which make sense to him. Having a sense of humor in dealing with him is keeping me sane.*

*If I could only channel his creative imagination, we could go into business writing fiction. This curly-headed kid can have me almost in tears one period and laughing until it hurts the next.*

*I wasn't so patient with Harry at first because I really didn't know if he was putting me on or being a very successful smart aleck. It wasn't until he missed the bus one day, and I found him huddled next to the entrance steps, that I started to gain insight as to what made him tick! We talked as I drove him about 10 miles to take him home. I had never questioned the name of his parents on his record, so as I was stating that I hoped his mother wouldn't be worried, he informed me that he didn't live with his mother. Harry lived with his grandparents. His grandfather is legally blind and supports them by caring for the cemetery which is right next to the shack in which they live. Harry doesn't even know his parents!*

*I began to think that I would probably make up stories and live in a fantasy world, too. Feelings swelled up inside me, and I began to feel guilty for not being more understanding. From then on, I would try to create a different attitude toward his stories.*

*The next morning when he came in telling about traveling in outer space, I told him the story was great and asked him to tell us a western. After all, he was the champion storyteller. If we could use his imagination to build up his self concept, why not try?*

*This was just the beginning of my experiences with this emotionally disturbed student. I survived his gluing all of my permanent records together! He was mainstreamed into physical education which helped his hyperactive behavior. As far as his foul language, he signed a behavior modification contract which diminished it greatly. The one thing that hasn't changed is the effect he has had on my life, and a special corner of my heart will be reserved for Jarry from Outer Space!*

*Roberta G. Cover*
*Special Education Teacher*

## Activity 14: "Troublemakers And Timid Souls"

Understanding the emotionally disturbed student will probably be the most difficult task for the vocational teacher. Both disruptive and nondisruptive behaviors impede learning. The hostile aggressive behavior is readily identified, whereas the shy, withdrawn loner sitting in the corner will go unnoticed because he/she creates no problems. Sometimes teachers label the student as "just plain mean." All this student needs is a good paddling! Wrong! Behaviors are learned and caused. It takes a teacher who cares to discover the causes and design positive plans for developing appropriate behaviors. Keep your chin up! These students can change, and they're definitely worth your time and effort.

Using the following handout ("Emotional Disturbance"), a group discussion may bring out major characteristics of the emotionally disturbed student. After the information has been covered by the participants, suggested questions are:

1. What are some observable indications of a low self concept?
2. What behaviors can teachers observe which show that a student may have problems relating to his classmates?
3. What strategies could teachers try with these behaviors to help the student be more successful?
4. What can the teacher do with the student who doesn't finish his/her work?
5. In what ways could the teacher use other students to apply these strategies?

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

*My greatest concern in having handicapped students in the vocational class is:*

*"Whether or not they can comfortably adjust and can I help him to adapt and encourage others (students) to do likewise."*

*Workshop Participant*

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

## Emotional Disturbance

The Tennessee State Board of Education (1982) defines emotional disturbance as exhibiting:

> ...more than one of the characteristics listed below over an extended period of time and to a marked degree, which adversely affects educational performance...(1) inability to learn which cannot be explained primarily by intellectual, sensory, health, or specific learning disability factors; (2) inability to build or maintain satisfactory interpersonal relationships with peers, and teachers, and other significant persons; (3) inappropriate types of behavior or feelings under normal circumstances; (4) general pervasive mood of unhappiness or depression; (5) tendency to develop physical symptoms or fears associated with personal or school problems; (6) significantly deviant behavior characterized by extreme opposition and aggressiveness to severe depression and withdrawal; (7) perceptions of reality which appear distorted or unrealistic and which are not culturally based. (page 13)

These behaviors are commonly seen in all children during stressful situations. It is the frequency, intensity, and persistence of these behaviors that would indicate a need for special attention by the vocational teacher.

### Characteristics of the Emotionally Disturbed

1. One of the most obvious indications of an emotionally disturbed student is his/her hostile aggression toward teachers, peers, and parents. Fighting, kicking, and hitting are means of expressing anxieties and fears.

2. The unpopular student in class, the one who avoids involvement with peers or teachers, is sometimes far more disturbed and in greater need of assistance than the aggressive student.
3. The ED student may regress to forms of behavior that have worked in previous situations (crying, etc.).

4. The ED student exhibits an overwhelming mood of sadness. This student is generally depressed, even in situations that nearly all other students enjoy.

5. The ED student is overly dependent on peers and teachers. This student is reluctant to attempt new tasks until he/she has received assurance from peers or teachers.

6. The ED student attempts to avoid his/her real anxieties by developing unrealistic fears or phobias.

7. The ED student is hyperactive and impulsive and is a distraction to others. It is difficult for him/her to focus on any one task for any length of time.

Although some of the preceding behaviors are completely opposite, others are of such nature that they overlap and appear in combinations.

### Tips for Remediation

When working with emotionally disturbed students in vocational education, it is the teacher's attitude that counts the most. The teacher must believe in the students to help them believe in themselves. The teacher must also show concern for the students. In developing a positive relationship, it is important for the teacher to recognize and accept small efforts by the students and to freely express appreciation for their good behavior. The students need to find that joy, success, and enthusiasm can be a part of the learning experience.

The following techniques can assist the vocational teacher in working with the emotionally disturbed student:

1. Establish limits and maintain simple, clear rules. Rules help to create a structure that serves as a foundation for learning.

2. Comment positively when the student attends appropriately to a task. Praise, smile, and touch.

3. Use contracts to set up a joint agreement between the teacher and student to accomplish a specific behavior.

4. Actively encourage appropriate expression of feelings in the classroom.

5. Make tasks clear and orderly and give time to complete one task before beginning another. An emotionally disturbed student needs to know what is expected of him/her in an activity.

6. Provide success; be sure the task is on the student's ability level and is relevant, interesting, and understandable to the student.

7. Set up filler corners, activity centers, a place where the student can go when required activities are completed.

8. Stop misbehavior in time. Do not wait until you are angry. An angry teacher is likely to intervene in a severe way.

9. Allow time for tension breaks. When the student's behavior reaches a point where you question whether he/she will respond to verbal control, ask the student to leave the classroom on an errand or set up a "time-out" room. A time-out place should not be used for punishment, rather it should be a place to gain control.

"Looks like someone lost control or this is King Kong's room!"

## Activity 15: "Disturbed? Who's Disturbed?"

This filmstrip (Disturbed? Who's Disturbed?, see Appendix E) can be used as a basis for reflection, discussion, and study about the needs of emotionally disturbed students in vocational classrooms. Major points portrayed include:

1. student's frustration
2. teacher's frustration
3. emotional health in the classroom
4. communicating with troubled students
5. teaching strategies

After viewing the filmstrip, ask the participants to think of students in their classes who exhibit any of the behaviors noted in the filmstrip. An added activity might be to ask the participants to record behaviors according to the frequency, intensity, and duration that they have observed in their classes and then share the information in future sessions. The participants can then exchange successful teaching strategies taken from their personal experiences. An important point of discussion is that teachers must refrain from reacting with anger, apathy, or any other negative emotion when working with emotionally disturbed students.

## Activity 16: "Burdens of the Disadvantaged"

What about those special needs students who are not identified as handicapped? From where do they come? What are they like? Why are we concerned with them? What do we do with them? What is their burden? A filmstrip which answers these and other questions about disadvantaged students is Square Peg, Round Hole (see Appendix E). This filmstrip gives insight into why nonhandicapped students may have learning difficulties and what can be done to help them.

The following handout ("Who Are The Disadvantaged Students?") can be used along with the filmstrip. It, too, lists some characteristics of disadvantaged students, along with problems they may encounter.

## Who Are The Disadvantaged Students?

1. Many are found in city slums and in some rural communities.
2. Student achievement is below the national average.
3. They usually come from low income homes where parents have low educational attainment.
4. Books and other educational media may not be available in the home.
5. Many have had difficulty succeeding in conventional school courses.
6. Some are slow learners.
7. Many have low-level reading ability, limited vocabulary, poor speech construction and diction, and are relatively slow in performing intellectual or verbal tasks.
8. Many have been considered misfits or disrupters, showing hostility and unruliness, passivity, or apathy.
9. Psychologically, many have dropped out of school two or three years before they drop out physically.
10. They may have low self esteem.
11. Many are from homes where parents are unemployed or employed in menial jobs.
12. Many have negative values concerning work.
13. They may see work as only a minimal means of survival with no intrinsic interest or value.
14. Some come from substandard homes or broken homes where there is malnutrition, hunger, alcoholism, drug addiction, or debts.
15. Homes may offer little privacy or chance for personal development.
16. Long range planning means little to some.

17. Crowded and noisy home conditions may cause them to "tune out" the teacher. Therefore, listening may not be a normal response.

18. Many know little about the world around them.

19. Many suffer from malnutrition because of a lack of knowledge of an adequate diet.

20. Past experience has led some to doubt any promises that may be made.

21. Many have a profound rage for the way the "system" or the "establishment" has, in their opinion, abused them.

22. Basically, they want what everyone else wants, but are frustrated in attaining it.

23. They may feel needs which are seldom satisfied.

24. They may be suspicious of all authority.

25. They may be lacking in drive and ambition due to repeated failure.

26. There may be no success models for them to emulate.

27. Goals and objectives mean little because they seem far in the future.

28. Some have been frustrated by standards too far beyond their ability.

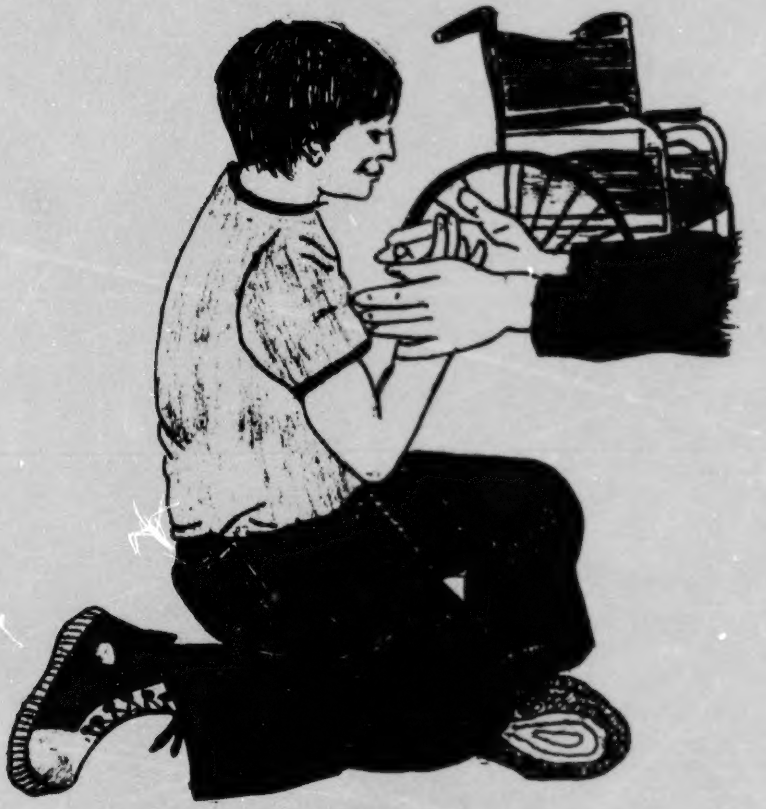
29. Many are shy and uncommunicative.

30. Others exhibit abusive tactics with teachers, peers, and other people.

BLOCKS TO LEARNING

## Conclusion

The poem "Give Him To Me," written by a vocational teacher, may be used as an inspirational and motivational summary of special needs students in vocational education.



# GIVE HIM TO ME

(Dedicated to the "Special" Vocational Teachers)

Lloyd Kuykendall

Give me the one who's been left out;
The one the "others" laugh about.
The one who's tried without success.
Who's caught, and smothered, in the press
Of failure, growing worse each day
Because he cannot find the way.

Give me the one who's never known
The thrill of having, on his own,
Achieved some much desired goal
That satisfied his hungry soul,
And challenged him to greater deeds
On which success so often feeds.

Give me the one who's fallen back,
And often suffered from the lack
Of time and special help from others,
From friends, from teachers, fathers, and mothers;
Who never got a helping hand
From one who tried to understand.

I'll try to learn his "special needs,"
And maybe help him plant the seeds
From which success, perhaps, may grow.
And if, we find, his efforts show
Success in doing little things
Perhaps his spirit may take wings.

Perhaps he's only been asleep,
Or had ambitions strong and deep
To which he's never found the key.
His future may depend on me.
So give him to me, let us try,
Perhaps we'll find it, by and by.

But if his problems are profound
Perhaps a way may still be found;
A method to direct his feet
To paths in which he may compete,
To be successful in his life,
And overcome his inner strife.

Together we will find a way
To lead him to a brighter day.
I hope to help him, I confess,
To climb the ladder of success.
And if his hopes are born again
My efforts will not be in vain.

COMPETENCY 4.

Assess vocational-technical skills of special needs students, develop IEP components based on the assessment, and plan appropriate teaching strategies.

Suggested activities to attain Competency 4 are:

Activity 1: "Cooking Up The M-Team" (page 120)

An activity which provides a sample multidisciplinary team (M-Team) format and a form to be used to critique the M-Team meeting. A transparency of the ingredients of an IEP is suggested to prepare the participants for the actual writing of the IEP.

Activity 2: "The Roadmap Of IEPs" (page 123)

A checklist designed to lead the participants from an informal vocational assessment through the actual writing of the IEP.

Activity 3: "Which Channel Turns You On?" (page 132)

An activity which uses an informal test to aid the participants in planning appropriate activities and materials according to the learning style of the student.

## Activity 1: "Cooking Up The M-Team"

Public Law 94-142 requires that an individualized education plan be developed for each certified handicapped student. This IEP must be developed by educators, parents, and, whenever appropriate, the student. These persons constitute the multidisciplinary team (M-Team) and are responsible for initiating and reviewing an appropriate educational plan for the student.

The transparency "Cooking Up The M-Team" (see TM-9, Appendix D) is a suggested lead into a discussion of M-Teams. It shows where the M-Team "fits" in the process from referral to placement of a student.

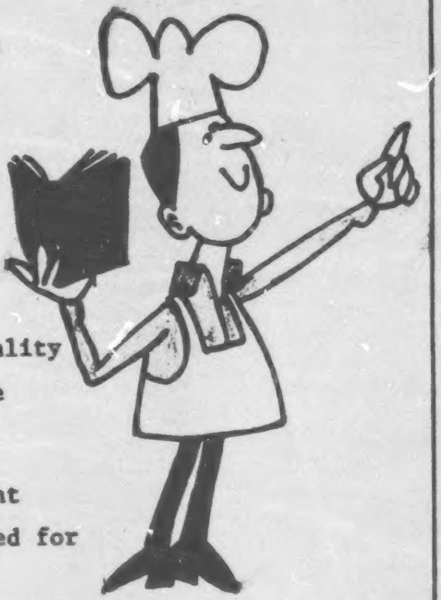
The handout "Directions For Mixing The Ingredients" (see page 121) contains a suggested format for the M-Team meeting. The effectiveness of the M-Team can be reviewed by having members complete a checksheet ("M-Team Taste Test," see page 122). This activity can be concluded by using the "IEP PIE" transparency (see TM-10, Appendix D), which shows the ingredients of the IEP.

## Directions For Mixing The Ingredients

The format of the M-Team meeting is important because it allows the meeting to flow in a smooth and cohesive manner. The format can prevent some of the trivial and unnecessary discussion that can sometimes occur. The following is a suggested format that can help the participants to have some organization to their M-Team meetings.

### Suggested Format

1. Explain the reason and need for the meeting.
2. Request referral information and school records from the appropriate person(s).
3. Request information from the parents. It should be relevant to the student's academic difficulties. If the meeting is for a student at the secondary level, he/she should explain his/her opinion of the difficulty.
4. Explain the assessment results so the parents can understand their meaning.
5. Request work samples from appropriate teachers.
6. Request reports from other agencies if applicable.
7. Explain the importance of confidentiality and the meaning of due process to the parents.
8. Explain the alternatives for placement and discuss the alternatives suggested for the student's placement.
9. Write the accepted recommendations and have each person at the meeting sign the appropriate form(s).
10. Make concluding remarks when the meeting has served its function.



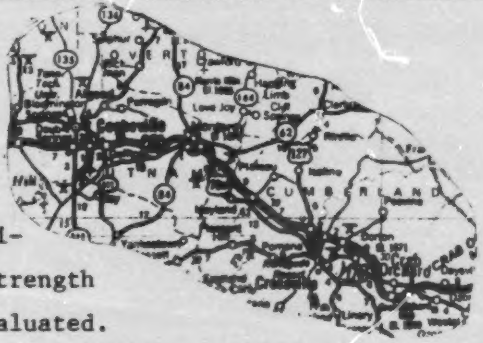
After the M-Team meeting has been held, this quick checksheet can help members decide if the format needs to be changed or if all aspects have been adequately covered. The leader of the meeting should direct each member to complete the checksheet.

## M-Team Taste Test

1. Was the suggested format followed?
2. Did all members keep to the subject? If not, did the leader steer the discussion back to the objectives?
3. Was it evident that one person was leader/organizer?
4. Did some members make inappropriate remarks? If so, did the leader handle the situation well?
5. Were there times when a member picked up on and reacted to nonverbal language?
6. Did the regular classroom teacher contribute specific, helpful information?
7. Did the professional members of the team "keep it professional" in their behavior and remarks?
8. Did the discussion get too lengthy?
9. Were the data summarized and educational alternatives described?
10. Were placement procedures and due process explained to the parents?
11. Were the forms signed by all members?
12. Was the meeting closed smoothly?

## Activity 2: "The Roadmap Of IEPs"

Using the checklist "Survival Skills Survey" (pages 130-131), each participant will be asked to evaluate a student in the vocational setting for the following:



Survival Skills
Job Maintenance Skills
Job Performance Skills

After checking each area, the participants can readily see the areas of strength and weakness of the student being evaluated. Working with these levels of competence, the teacher can develop goals and short-term objectives that need to be accomplished within an appropriate time frame. A six-week period is usually the most feasible for a secondary student. The long-range goal may be compared to a road map in plotting the route for a trip. How do you know you got there if you do not know your destination?

To complete the IEP, first decide what you expect the student to successfully complete by the end of the year (long-range goal). Then, decide what you expect the student to successfully complete by the end of the first six weeks (short-term objective). How do you instruct the student for this time period? Do you use charts, filmstrips, modified texts, peer tutoring? When you decide which teaching techniques fit the student's learning style, you have the methodology (an optional component of the IEP). How will you know if the student has successfully completed the short-term objective? There are checklists, progress charts, teacher-made tests, and teacher observations which can all be used as methods of evaluation. These methods should be stated on the IEP.

All essential information should be presented at the M-Team meeting for developing the IEP to meet the needs of the special needs student. This plotting of the journey for one year should be used as a workable guide to reach the desired destination. Have a good trip!

A completed sample of the "Survival Skills Survey" and an IEP with goals and objectives are included on pages 124-125 and 126-129, respectively. A handout of the survey follows the sample of the IEP.

## Survival Skills Survey

**Directions:** Check each area in which the student needs special attention in order to successfully achieve adequate job related competencies.

A. Survival Skills

1. Can write personal information on forms. ✓
2. Can give personal information orally. ✓
3. Can speak clearly. ____
4. Can answer exact questions asked. ____
5. Demonstrates understanding of money uses. ____
6. Is able to find transportation to and from work. ____
7. Knows how to seek job. ____
8. Is neatly groomed. ____
9. Observes personal hygiene. ____

B. Job Maintenance Skills

1. Completes work assignments. ____
2. Follows safety rules. ____
3. Works well with others. ____
4. Is always on time. ____
5. Has a record of regular attendance. ____
6. Has physical tolerance for a full workday. ____
7. Maintains desirable peer relationships. ____
8. Exhibits self confidence. ____
9. Works well alone. ____
10. Works well in a group. ____
11. Can follow verbal directions. ____

SELF-CONFIDENCE

12. Can follow written directions. ✓

13. Can correctly function following a demonstration. ____

14. Remembers directions well. ✓

15. Performs better after repeatedly trying the same tasks. ____

16. Conceptualizes work problems. ____

17. Follows multi-step directions. ✓

18. Uses good judgment. ____

19. Maintains a steady work pace. ____

20. Can cope with heavy lifting. ____

C. Job Performance Skills

1. Understands directional terms. ____

2. Performs tasks requiring manipulation. ✓

3. Moves around objects gracefully. ____

4. Uses large tools. ____

5. Uses small tools. ____

6. Demonstrates adequate eye-hand coordination. ____

7. Shows two-handed coordination. ✓

8. Has adequate manual dexterity. ____

## Individualized Education Plan (A. Annual Plan)

Student's Name: *John Handicap*
School: *Anywhere, TN*
Date: *9/2/82*

Present Level of Performance:

| Strengths | Weaknesses |
|---|---|
| *Exhibits good attendance* | *Cannot provide written personal information* |
| *Works well with peers* | *Reads three years below grade level* |
| *Good safety habits* | *Cannot give personal information orally* |
| *Works at grade level in math* | *Cannot follow several directions at once* |
| *Has good physical tolerance* | *Cannot perform manipulative tasks well* |

| Annual Goals | Evaluation Criteria for Goal Statement | Special Education and Related Services |
|---|---|---|
| 1. *to increase reading level by one year* | 1. *pre and post tests of achievement* | 1. *instruction from special education teacher in reading skills, two hours per day* |
| 2. *to increase survival skills* | 2. *teacher-made tests, observations, and oral evaluations weekly* | 2. *task analysis sheets, handouts of instruction in short, sequential lists* |
| 3. *to improve job performance skills* | 3. *welding projects* | 3. *visual charts and tapes of instructions* |
| 4. *to improve job maintenance skills* | 4. *observations and completed tasks* | 4. *local industry job application forms* |

## IEP A. Annual Plan (continued)

| Educational Placement | | Primary Handicapping Condition | Signatures of M-Team | |
|---|---|---|---|---|
| | Hours Per Week | Learning Disability | Educators: | U. R. Headmaster<br>Building Administrator |
| In General Education | 15 | | | B. U. Math<br>Regular Education Teacher |
| In Vocational Education | 10 | | | I. S. English<br>Regular Education Teacher |
| In Special Education | 10 | | | I. M. Science<br>Regular Education Teacher |
| | | | | John Welder<br>Vocational Education Teacher |
| | | | | Mary Lamb<br>Special Education Teacher |
| | | | Parents: | A. Handicap<br>Parent(s) or Guardian(s) |
| | | | Student: | John Handicap<br>Student |

IEP (B. Instructional Objectives)

Student's Name: *John Handicap* School: *Anywhere, TN* Date: *9/9/82*

Educational Program: *Welding* Program Provider: *John Welder*

| | |
|---|---|
| **Goal**: *To increase survival skills* | **Method of evaluation/Approximate ending date**: |
| **Short-term objectives/Approximate starting date**: | |
| 1. *to practice writing personal information on job application forms/September 5* | *completed forms/October 14* |
| 2. *to practice giving personal information orally/October 15* | *tapes and weekly oral evaluation/November 30* |
| **Goal**: *To improve job performance skills* | **Method of evaluation/Approximate ending date**: |
| **Short-term objectives/Approximate starting date**: | |
| 1. *to practice simple tasks requiring manipulation/September 15 (concurrent with #3.)* | *task analysis sheets/October 14* |
| 2. *to practice complex tasks requiring manipulation/October 14* | *task analysis sheets/January 15* |

| B. Instructional Objectives (continued) | |
|---|---|
| 3. *to practice tasks requiring two-handed coordination/September 15* | *completed task, teacher observation/October 14* |
| Goal: *To improve job maintenance skills* | Method of evaluation/Approximate ending date: |
| Short-term objectives/Approximate starting date: | |
| 1. *to practice following one direction at a time/September 15* | *teacher observation/October 1* |
| 2. *to practice following three directions at once/October 2* | *teacher observation/November 1* |
| 3. *to practice following several directions at once/November 2* | *teacher observation/January 1* |
| | Teacher Signature: *John Welder* |

## Survival Skills Survey

**Directions:** Check each area in which the student needs special attention in order to successfully achieve adequate job related competencies.

A. Survival Skills

1. Can write personal information on forms. ____
2. Can give personal information orally. ____
3. Can speak clearly. ____
4. Can answer exact questions asked. ____
5. Demonstrates understanding of money uses. ____
6. Is able to find transportation to and from work. ____
7. Knows how to seek job. ____
8. Is neatly groomed. ____
9. Observes personal hygiene. ____

B. Job Maintenance Skills

1. Completes work assignments. ____
2. Follows safety rules. ____
3. Works well with others. ____
4. Is always on time. ____
5. Has a record of regular attendance. ____
6. Has physical tolerance for a full workday. ____
7. Maintains desirable peer relationships. ____
8. Exhibits self confidence. ____
9. Works well alone. ____
10. Works well in a group. ____
11. Can follow verbal directions. ____

SELF-CONFIDENCE

12. Can follow written directions. ______

13. Can correctly function following a demonstration. ______

14. Remembers directions well. ______

15. Performs better after repeatedly trying the same tasks. ______

16. Conceptualizes work problems. ______

17. Follows multi-step directions. ______

18. Uses good judgment. ______

19. Maintains a steady work pace. ______

20. Can cope with heavy lifting. ______

C. Job Performance Skills

1. Understands directional terms. ______

2. Performs tasks requiring manipulation. ______

3. Moves around objects gracefully. ______

4. Uses large tools. ______

5. Uses small tools. ______

6. Demonstrates adequate eye-hand coordination. ______

7. Shows two-handed coordination. ______

8. Has adequate manual dexterity. ______

## Activity 3: "Which Channel Turns You On?"

In national television we have NBC, CBS, and ABC. We choose the particular channel that entertains us. Students have visual, auditory, and kinesthetic learning channels, and nearly all prefer one channel or a combination of these modes of learning. Vocational teachers should be aware of the learning style of students to prepare their IEPs and use the appropriate teaching materials and strategies. Incorporating all modes in presentations increases the success of handicapped students as well as nonhandicapped students.

Providing the participants with the experience of checking their own channels of learning can familiarize them with the procedures so they will feel comfortable in using this method for determining their students' channel preferences. An easy test for determining which channel turns on a student may be administered individually or in small groups.

While checking each channel, watch for these sparks to ignite from the participants:

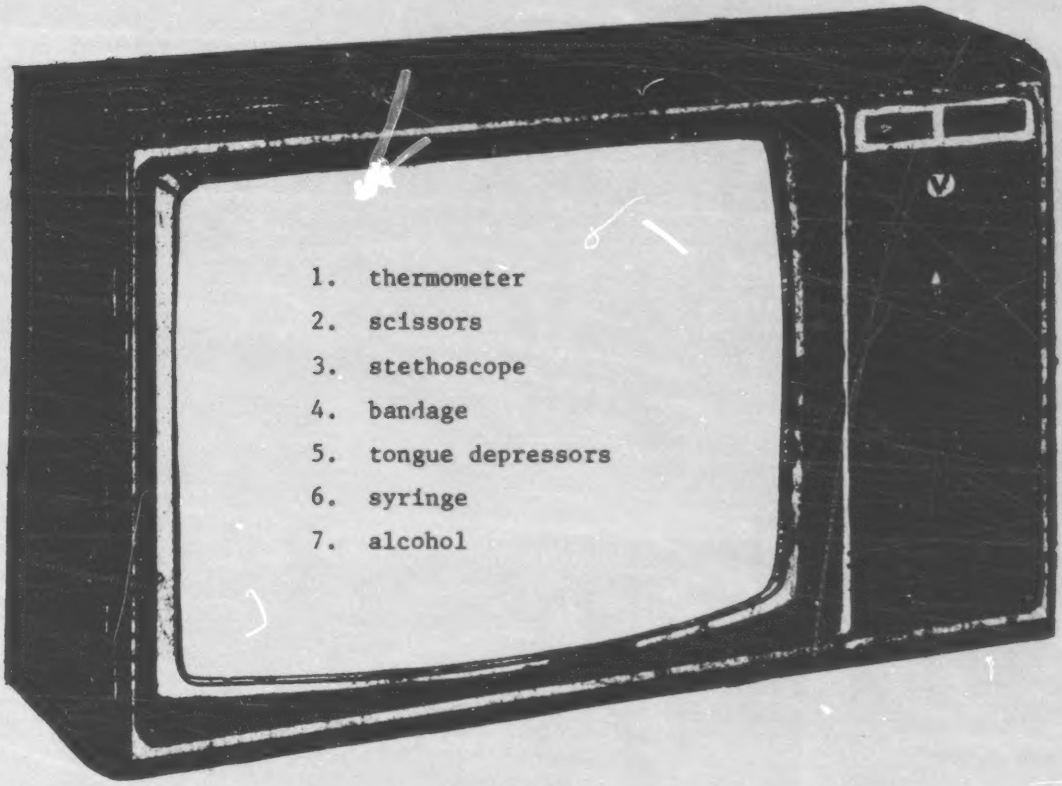
1. Visual learners will probably look up at the ceiling or out into space or close their eyes as they try to create a visual image.
2. Moving lips or whispered words will indicate auditory learners.
3. The participants who move their fingers to write in the air or to count off items are kinesthetic learners.

The most obvious spark is used for identification of the learning channel.

Grab your remote control unit and push the button! We're going to check out Channel V - Visual. The participants should be informed that this activity is to check their best channel for learning.

## Channel V - Visual

This channel checks for visual learners. Write the following list of words on the board or a large sheet of paper while the participants watch. They are not to copy the words.



1. thermometer
2. scissors
3. stethoscope
4. bandage
5. tongue depressors
6. syringe
7. alcohol

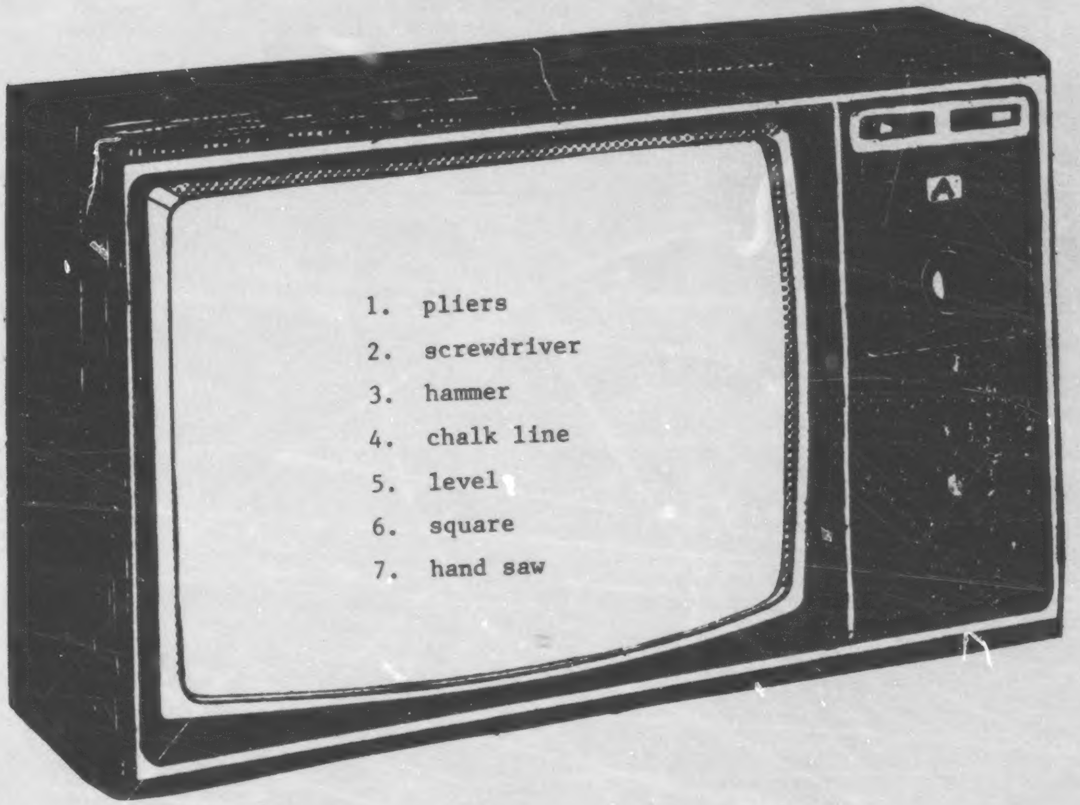
Instruct the participants to study the list for one minute while you watch for their reactions mentioned previously. Then erase the board or cover the list.

Ask for a volunteer to repeat the list! Visual learners will be the first to respond.

Switch your selector to Channel A- Auditory. Proceed and be sure to observe reactions.

## Channel A - Auditory

This channel checks for participants who learn auditorily. On Channel A - Auditory, present the following list orally! Repeat each word once, pausing after the word.



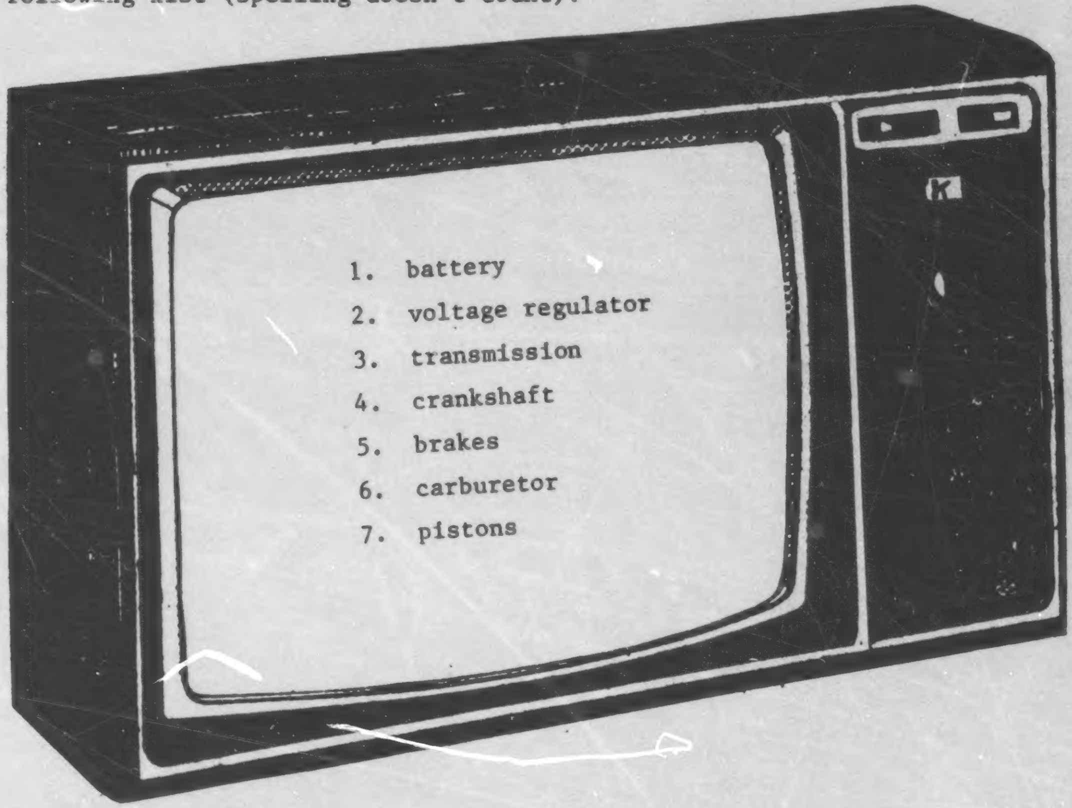
1. pliers
2. screwdriver
3. hammer
4. chalk line
5. level
6. square
7. hand saw

Ask the participants to repeat the list. Those who volunteer are probably auditory learners.

Changing your dial again, we are ready to watch Channel K - Kinesthetic. Those participants who have been unsuccessful on the first two channels may feel the thrill of success on this channel.

## Channel K - Kinesthetic

This channel checks for participants who learn best through the senses of touch (tactile) and movement (kinesthetic). All participants must have pencil and paper ready to write the words as you present the following list (spelling doesn't count):



1. battery
2. voltage regulator
3. transmission
4. crankshaft
5. brakes
6. carburetor
7. pistons

When all the participants have completed the list, ask them to copy the list again. As the pencil pushing stops, have them turn the paper over and write the list from memory (no peeking!). Kinesthetic learners will volunteer to read their list while others may check to see how many they remember.

Your three channels of learning have now been checked for preference. However, unlike television channels, the human channels of learning may be combined to offer a better understanding of information that is to be utilized.

Hope you liked your channel experiment! So long until the next activity!

## COMPETENCY 5.

Demonstrate the use of strategies and techniques designed to enhance the learning of special needs students.

These activities are suggested to develop Competency 5:

Activity 1: "Whatever It Takes" (page 139)

A filmstrip which deals with the modification of the school program for the special needs student.

Activity 2: "Keep On Course With Key Strategies For Teaching Special Needs Students" (page 140)

A list of sample problems which are common to special needs students followed by strategies for dealing with them.

Activity 3: "Cooperative Planning" (page 155)

A handout which explains the use of cooperative teaching among vocational and regular education teachers.

Activity 4: "Vocational Education Options For Special Needs Students" (page 158)

A description of the Vocational Advancement Program (VAP) for handicapped students and the Vocational Improvement Program (VIP) for disadvantaged students.

**Activity 5: "Positive Management and Motivation of Special Needs Students"** (page 167)

A plan for classroom management which can be used with all students.

**Activity 6: "$R_x$ For Independence"** (page 176)

A filmstrip concerning the prescription foundation approach to providing vocational instruction for special needs students.

**Activity 7: "Chain Of Events In Programming Self-Improvement Plan"** (page 177)

A concluding teacher training activity designed to provide a smooth transition from formal inservice training to implementation of competencies attained using a self-improvement plan.

FINISH
10
15
strategies

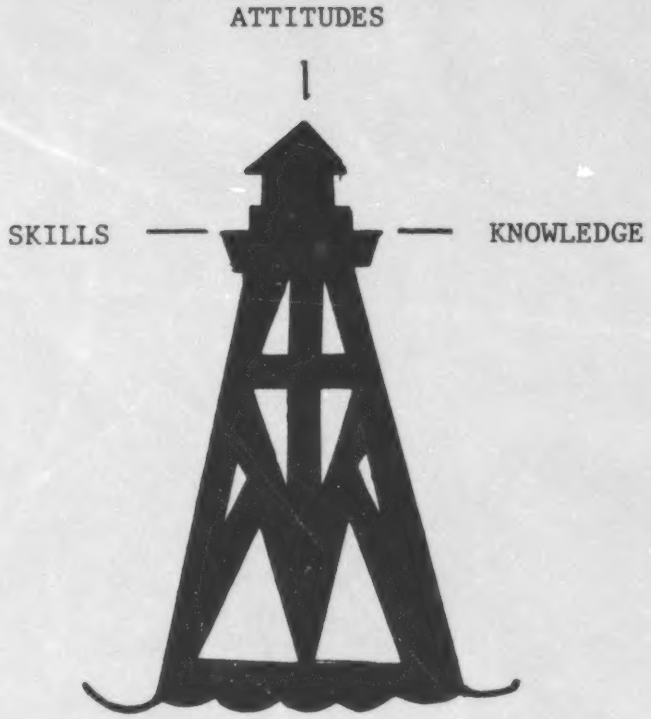
*My greatest concern in having handicapped students in the vocational class is:*

*"Many handicapped students require individual attention. I have not had training to deal with handicapped students."*

*Workshop Participant*

Keeping on course in the mainstream should be easier now that information on handicapping conditions has been covered. However, a few white caps may make steering difficult. Ways of calming the problems of modifying vocational programs, cooperative planning, classroom management, and strategies for specific situations are dealt with in this section.

## NAVIGATE YOUR COURSE



Let's attack these problems with gusto! Roll up your pants' legs, get out your visual aids, and lower the oars because we're headed into a strong wind. Don't despair because you have whatever it takes!

## Activity 1: "Whatever It Takes"

A good introduction to alternative teaching strategies for special needs students is the filmstrip Whatever It Takes (see Appendix E). This filmstrip stresses the importance of flexibility in the program of a special needs student. Other topics dealt with in the filmstrip include:

* Modifications in teaching methods to help special needs students succeed.
* More uses of expanded staff
* Modifications in teaching materials for the benefit of special needs students (and quite possibly of nonhandicapped students as well)
* Modifications in testing procedures
* Linkage between school and employees, school and home, school and specialists
* Individualization of special needs student's program

The next activity concerns key teaching strategies to be used with students who are having specific problems in the classroom. These can easily be introduced after the participants have viewed the filmstrip.

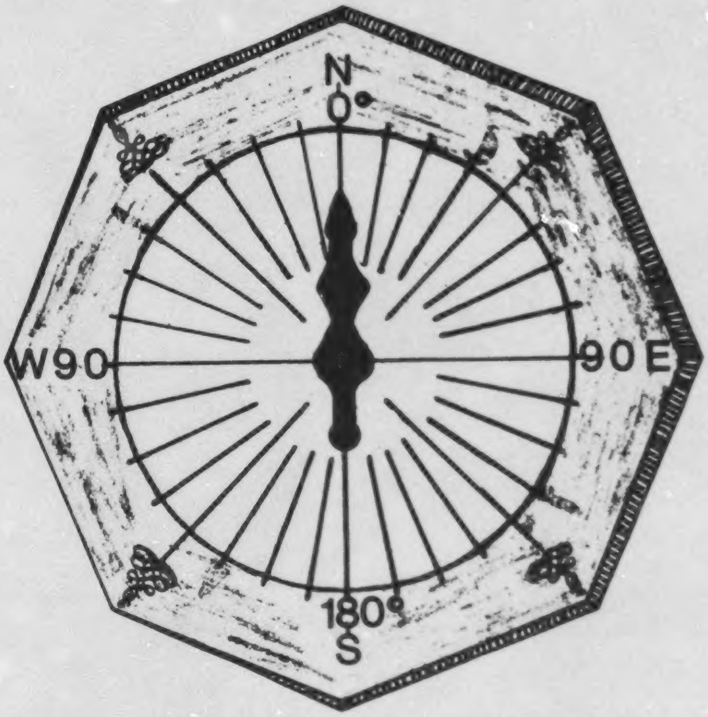
I've got what it takes!

## Activity 2: "Keep On Course With Key Strategies For Teaching Special Needs Students"

To keep on course and deal with special problems, key strategies are needed. The following twelve problems (pages 141-154) are presented as situations which a vocational teacher will probably encounter. Suggestions for dealing with these situations are listed for participant discussion.

An effective way to present the key strategies is through role-playing. One presenter should assume the role of the vocational teacher and bring up each problem to the assisting special education teacher (second role-player) who provides possible ways of dealing with the problem. The participants' names should be used as the students with the problems. This keeps their attention! Assume your roles and proceed to the first problem.

KEEP ON COURSE



WITH KEY STRATEGIES FOR TEACHING
SPECIAL NEEDS STUDENTS

## Key Strategies For Teaching Special Needs Students

*1. The student cannot pick main ideas from a passage. Ways to deal with this are:*

a. Underline the main idea, or use a yellow "hi-lighter" pen.

b. List the main ideas in phrases and have the student keep the lists in a notebook.

c. Present only the main idea.

d. Place the main idea in capital letters.

e. Give short, simple ideas first.

f. Draw lines and arrows to emphasize important information.

——— ——— ——— ➔➔➔➔

g. Use index cards to cover material read and to note key words and vocabulary so that the student is not tempted to continually look back while reading.

h. Use lists instead of paragraphs.

i. Use visual aids such as transparencies, drawings, filmstrips, films, etc.

j. Print directions on the board.

k. Work with the student on a one-to-one basis.

l. Pick out a good student to work with a weaker student.

m. Tape reading assignments.

n. Provide reading materials used in the course to the reading instructor.

*2. The student is a non-reader. Approaches the teacher can use in presenting material are:*

a. Tape lectures.

b. Tape textbook (with help of students or other persons) or obtain commercially taped materials.

c. Give tests or have tests given orally.

d. De-emphasize reading of texts and exams.

e. Give a modified test (one that uses pictures in giving directions).

f. Emphasize audio-visual materials

g. Give extra time when possible.

h. Do not force student to read aloud.

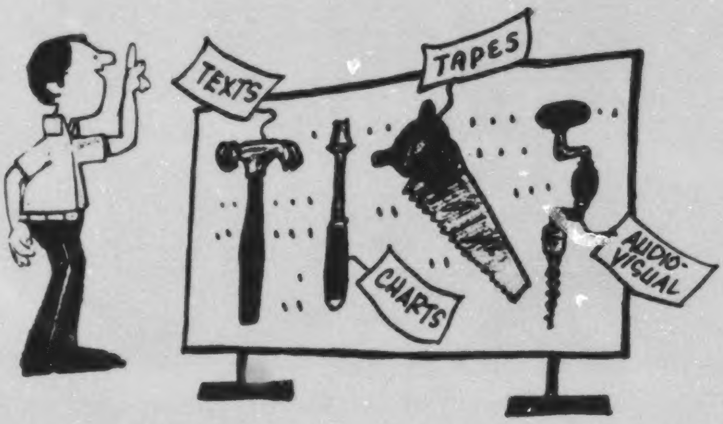
i. Use demonstrations.

j. Provide hands-on experiences.

k. Use picture identification with tools or equipment.

l. Have another student read to them.

m. Use discussions instead of reading.



*3. The student is presented with a new task with many unknown elements and refuses to try the task without assurance from teacher or peers. Ways to deal with this are:*

a. Make tasks simple with few unknown elements to learn each time.

b. Make tasks brief, repetitive, specific, and concrete.

c. Present tasks in a sequence of small steps with each new skill built on those previously learned.

d. Design tasks so they can be easily accomplished.

e. Make drills in game form that repeat the same skill over and over to reinforce what is learned.

f. Make tasks relevant to the student.

g. Teach tasks while standing behind the student to allow for minimal distraction.

h. Use brief and concise verbal feedback.

i. Use physical guidance when task is being performed incorrectly.

j. Use lists instead of paragraphs for written directions.

k. Check vocabulary level of materials used.

l. Use the same words for the same directions until the student understands what is expected.

m. Talk to the student and encourage independent performance.

n. Provide rewards for independent behavior.

o. Use peer tutoring and gradually withdraw peer assistance.

*4. The student has problems remembering a sequence of instructions and, therefore, cannot follow several directions at once. Strategies to help deal with this are:*

a. Give only one or two directions at a time; check to make sure that they are understood; then gradually increase directions.

b. Give very brief, specific directions - - - leave spaces between directions.

c. Ask student to put your directions into his/her own words.

d. Try to make sure that each section of an exercise has its own directions, even if this means duplication.

e. Read directions to the class and have students repeat them.

f. Number directions.

g. Provide a handout of the instructions in a short, sequential list.

h. Illustrate or demonstrate instructions whenever possible.

i. Print directions on the chalkboard or chart.

j. Provide a checklist for the student.

k. Have the student work with a peer tutor, gradually withdrawing help.

I can't remember!

5. *The student does not possess the basic mathematical skills necessary to perform routine assignments related to the vocational class. Ways to deal with this problem are:*

a. concentrate on those skills for which the student is ready.

b. By the eleventh grade, bypass what the student has trouble with by using calculators, tables, pocket charts, etc.

c. Check for basics such as telling time, reading decimals, knowing basic geometric shapes, using a ruler to 1/32 of an inch, and measuring temperature. If the student cannot perform these basics, break the tasks into subtasks (easier levels) and try to locate where the student is having problems, or ask the special education teacher to work with the student on mastering these mathematical skills.

d. Check for understanding of math vocabulary. List and define the vocabulary at the beginning of class.

e. Present materials in an organized, step-by-step manner. List and number the steps.

f. Make symbols clear and understandable.

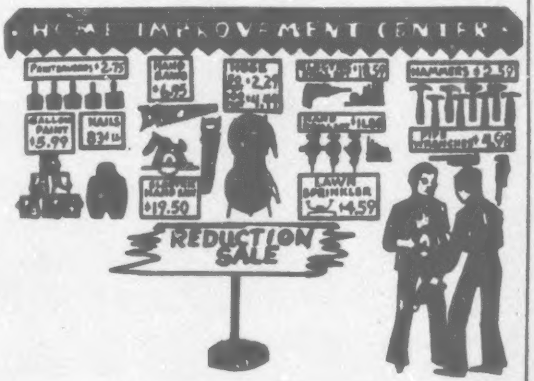
g. Have the student use graph paper if he/she reverses numbers.

h. Have visual charts available for the student to locate information.

i. Use conversion charts to change decimals to fractions and vice versa.

j. Set up tutoring with peer teachers.

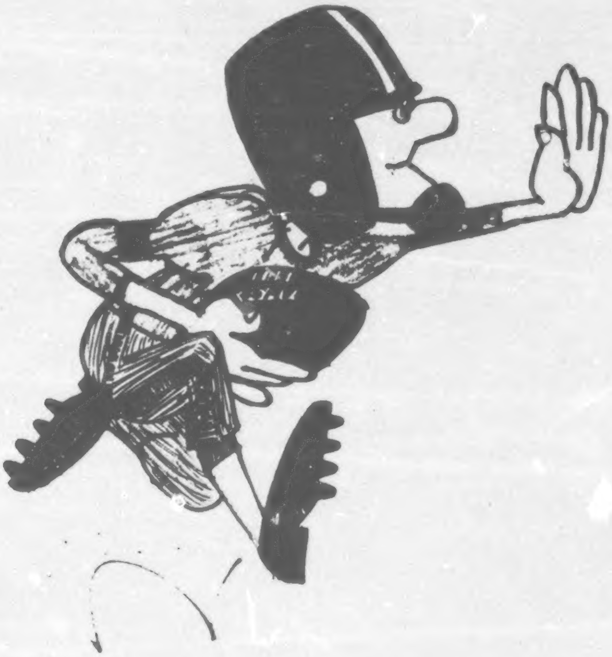
k. Develop individual lesson assignments.



*6. The student has failed many courses in school and has a passive attitude. To correct this you might:*

a. Provide the student with small successes to improve "self-worth;" success will ultimately alter attitude.

b. Teach from a strong personal interest, be it minibikes, cars, flying, "girls" or "guys," or sports.



c. Teach self-control.

d. Tell the student when he/she does something right, even when it is a small thing.

e. Find out the reason for failure.

f. Let the student know that you are there to help.

g. Let the student see the relevance of tasks.

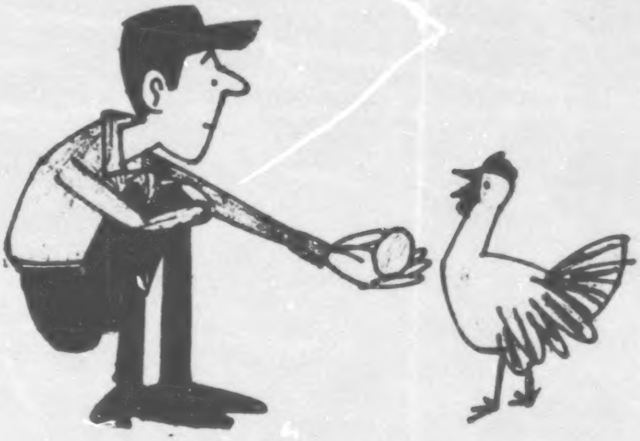
*7. The student shows frustration when presented abstract concepts. Ways of dealing with this are:*

a. Teach concrete concepts and repeat information.

b. Break down complex ideas and tasks into simpler components.

c. Decide which prerequisite skills the student needs to successfully handle the presented material. Does the student have them?

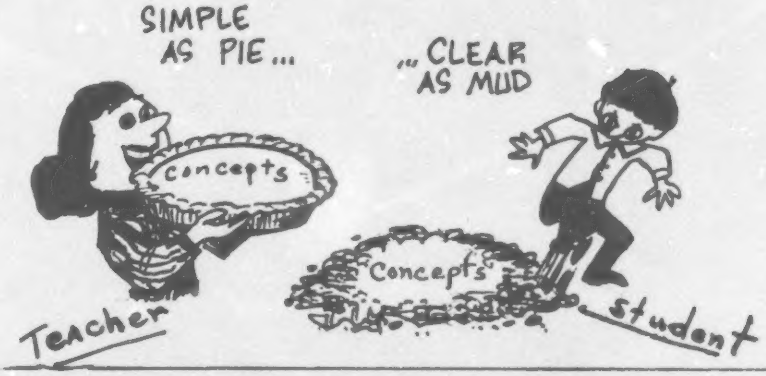
d. Give concrete examples.



e. Give demonstrations.

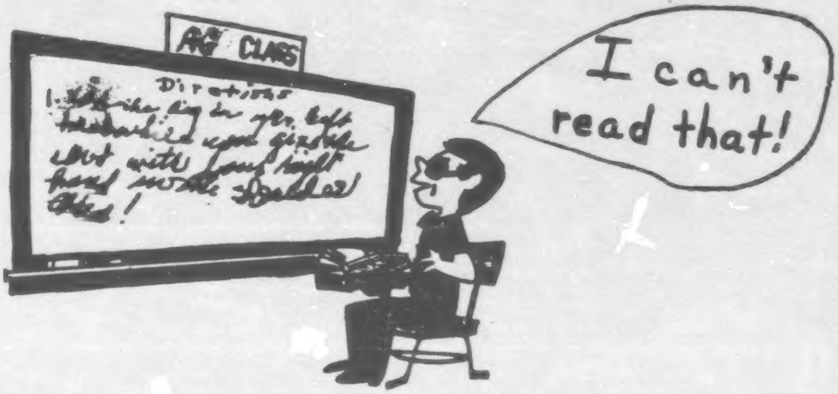
f. Show the relevance of the task.

g. Use peer tutors.


SIMPLE AS PIE...
... CLEAR AS MUD
Concepts
Concepts
Teacher
Student

*8. The student complains that he/she is not able to read your writing on the board. Approaches to this problem include:*

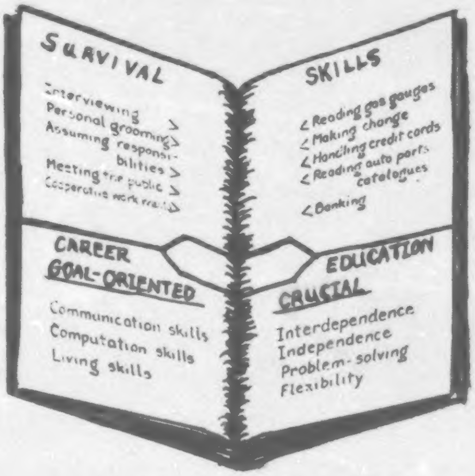
a. Use manuscript rather than cursive writing on the board.


AG CLASS
Directions
I can't read that!

b. Try moving the student closer to the board; check for a visual problem.

c. Give typewritten or printed handouts instead of using the board.

d. Tape what the student is to read; read it to the student; or have another student read it to him/her.


SURVIVAL
Interviewing
Personal grooming >
Assuming responsibilities >
Meeting the public >
Cooperative work read >
SKILLS
< Reading gas gauges
< Making change
< Handling credit cards
< Reading auto parts catalogues
< Banking
CAREER
GOAL-ORIENTED
Communication skills
Computation skills
Living skills
EDUCATION
CRUCIAL
Interdependence
Independence
Problem-solving
Flexibility

Printed/Typed Handouts Are EASIER To Read!

*9. The student shows very little social interaction in class. Suggestions for increasing positive social interaction are:*

a. Try to guarantee a success.

b. Build a self-image with positive reinforcement.

c. Build trust by finding a common interest between teacher and student.

d. Develop an accepting and understanding attitude toward the student.

e. Be very patient.

f. Give the student a special project to work on so that he/she can feel successful and respected by others in the class.

I'm glad we have a joint project for horticulture class.

g. Use reinforcement or rewards for participation in class.

h. Get another student to develop a conversation with the student around his/her interests.

i. Use role playing.

*10. A student can read the material but is unable to remember the content. Ways to help the student remember what he/she reads are:*

a. Pick out important ideas from the material to be read and give them to the student as a handout.

b. Have the important points underlined or hi-lighted and ask the student to list the ideas as he/she reads.

c. Have reading material in logical sequence.

d. Give verbal reinforcement of the topic.

e. Teach clues and techniques for improving memory.

f. Review learned concepts.

g. Reward for remembering instead of punishing for forgetting.

h. Allow the student to act out what he/she reads.

i. Read material to the student after he/she has read it and discuss it.

j. Limit the amount of material to be read in one sitting.

*11. The student manifests frustration when asked to read from text. Ways to deal with this are:*

a. Evaluate the readability (reading level) of all chapters of a text.

b. Have materials available at many reading levels, from elementary through college.

c. Have recordings of text available. These can be obtained commercially or students can record for extra credit.

d. Request easier-to-read materials from publishers.

e. Note that texts which have an easier reading level usually contain pages with enough blank space so as not to be confusing; bold print, capital letters, or different colored ink for important subject headings; vocabulary in bold print that is defined on the same page as it is used or at the end of the chapter; and a glossary of terms and and index (the glossary should include a guide to pronunciation.

f. Read to the student or have another student read to him/her.

g. Do not ask the student to read aloud in front of the class.

h. Record lectures.

Reading
"ON THE LEVEL"

*12. The student constantly exhibits aggressive behavior which interrupts the whole class and interferes with the learning of other students. Ways to deal with this behavior are:*

a. Ignore the behavior; do not encourage the behavior by giving it attention. That is what the student wants.

b. Say something positive when the student is staying on task. Praise the student in front of his/her peers.

c. Encourage expression of feelings that are appropriate.

d. Work on changing one behavior at a time. Do not tackle all problems at once.

e. Stop inappropriate behavior immediately! Do not wait until you are angry. An angry teacher may not handle the situation appropriately.

f. Give time-out in a different room when a student explodes. Explain how his/her behavior affects others.

g. Do not confront the student when anger is high, especially in front of other students.

h. Never threaten a student. Some threats cannot be carried out and only confuse the student. Always follow through with whatever is promised! Be consistent.

i. Do not argue with the student! If you must discuss an incident with a student, use "I" instead of "you," as in "I am disappointed..., I am upset because...," rather than "you did this or that." Make an ally of the student rather than an enemy.

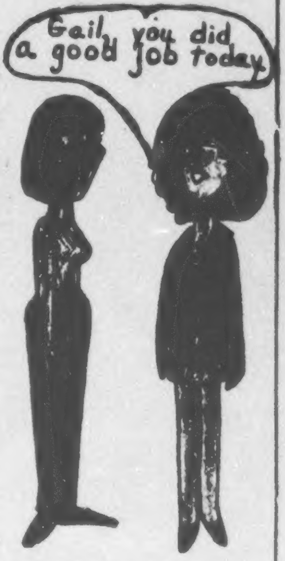
j. Use as few words as possible when disciplining a student to prevent arguments.

k. Refuse to be shocked by inappropriate language. Have the student define the terms used. The shock value of the words is lessened. Let the student know that you do not approve of the language.

l. Try to improve the student's self concept. Make a conscious effort to find ways in which to praise the student. Most behavior problem students get negative comments from teachers. Reward the absence of disruptive behavior. Catch the student being good and tell him/her!

m. Tell the student you like him/her as a person even though you do not approve of his/her behavior.

n. Establish limits with simple, clear rules. This provides structure that serves as a foundation for learning.


Gail, you did a good job today

o. Provide time with a counselor who can make the student more aware of social conduct.

p. Emphasize interests of the student.

q. Do not tell the student that an assignment or behavior is "easy" and you know that he/she can complete it. The task may not be as easy for the student--and if he/she does accomplish it, you have belittled the task.

r. Make a task relevant, geared toward the student's interests, and on the student's ability level to provide success. Be sure he/she understands the directions.

s. Make directions clear and allow enough time to complete a task before beginning a new one.

t. Provide a study office by using large cardboard boxes. Commercial study carrels are great if you can afford them.

u. Set up activity centers in the lab or classroom to provide the student with reinforcing experiences when he/she has completed the required tasks.

v. Use a contract between student and teacher to accomplish a specific behavior or assignment.

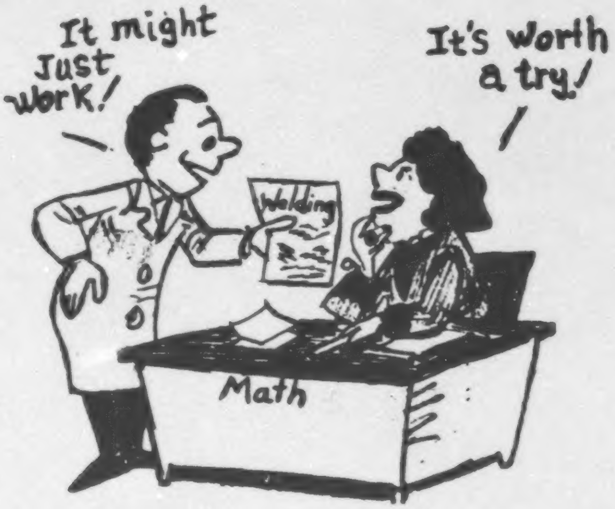
w. Do not use labels! "Stupid!," "show-off," "bully," "emotionally disturbed," and "behavior problem" serve no purpose.

x. Be prepared! The teacher with good plans who knows what to do has fewer behavior problems. Be as exciting and as interesting as possible.

y. Have fun! Teachers who really enjoy what they are doing have fewer problems. Smile a lot. Teachers need to smile more at students considered to be behavior problems.

## Activity 3: "Cooperative Planning"

Team teaching is an excellent strategy to use with the following handout concerning the use of correlated curriculum. After reading and discussing the handout ("Correlated Curriculum Instruction," page 156), the participants should be given an opportunity to share their ideas or experiences with the other training participants. As well as providing the time to share good ideas, team teaching can demonstrate cooperative planning.


It might Just work!
It's worth a try!
Welding
Math

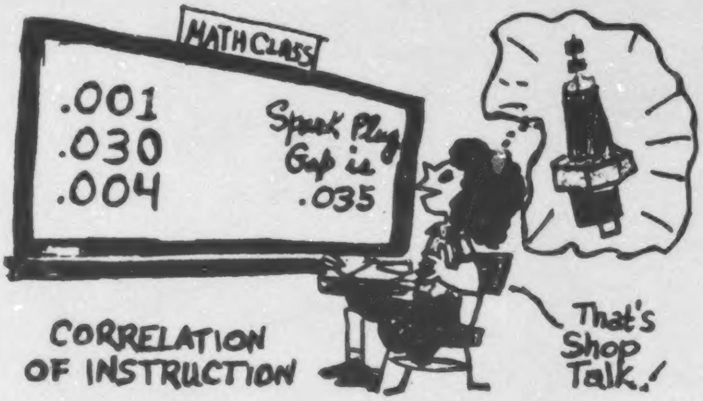
*My greatest concern in having handicapped students in the vocational program is:*

*"Having a teacher of some type to help in individual instruction."*

*Workshop Participant*

## Correlated Curriculum Instruction

Correlated instruction is a term which refers to cooperative efforts in planning and teaching. If the special education teacher is familiar with the vocational classroom teacher's facts, situations, procedures, and environment, cooperative planning can occur. For example, students coming from a building trades class where materials and tools have been under consideration may be so enthusiastic about the subject as to discuss the materials the first few minutes of communications class. Developmental reading can easily follow. Also, a student might bring to math class from the machine shop a problem on reading a caliper or micrometer or on figuring tolerances. If the math teacher has prepared properly for correlated instruction through study of shop tools and procedures, reinforcement of shop teaching on any one of these problems can occur. In general, students do not expect such knowledge from special education teachers, and, as a result, are especially pleased that the teacher is interested. This provides correlation of content and instruction.



Planned correlation is a concerted effort to integrate all training--math, communications, shop, and guidance--in an attempt to develop the ability of the student to reach his/her ultimate potential.

In short, the special education teacher needs all possible information about vocational training. Reading is helpful, as is learning to use shop vocabulary. Visiting vocational areas offers some knowledge of tools and procedures. M-Teams also offer information on vocational curriculum and activities. Planning conferences for vocational and special education instructors establishes a rapport between the two groups.

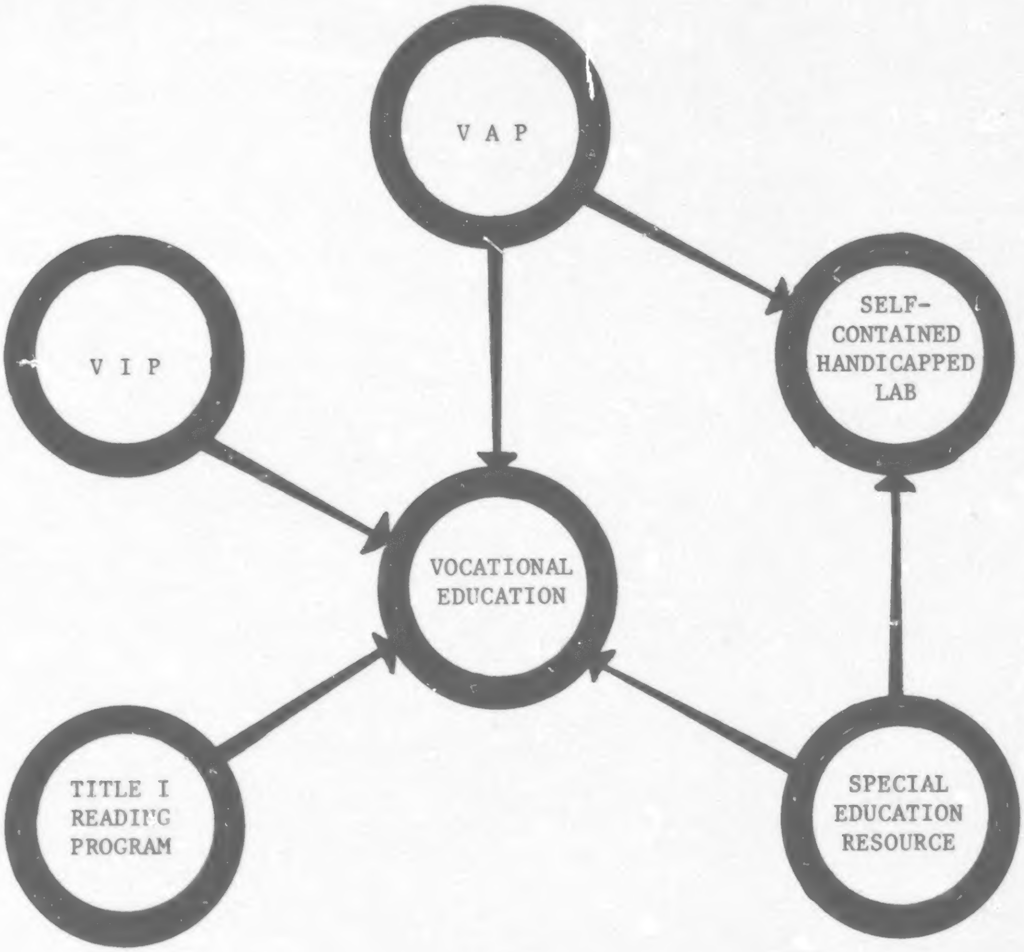
Students can also be involved in the correlation procedure through classroom contributions. They can be encouraged to give presentations of shop work. Further instructional correlation may be implemented through a list of shop words and terms used for reading and/or spelling practice and vocabulary drill. Also, the related teacher can make supplementary reading materials in various vocational areas available to the student.

Some other specific examples may further clarify ways to correlate special education academic classes and vocational programs. In math, the instructor should plan to use shop problems suggested by the vocational instructor, particularly when they are applicable to activities going on in the shop. Teaching of measurement is definitely an important example. In writing, the student could write orders, gas tickets, and estimate jobs. A student in commercial foods might read and write recipes and grocery orders, learn to double recipes, and compute food expenses.

Nearly all vocational classes use manuals, printed instructional handouts, and directions for projects which can be used for reading and comprehension in the special education class. As a result, carefully made plans must be implemented for desirable class organization through one of four approaches--small group, independent study, individualized instruction, or a combination of these. Since many students have been bored with regular classroom approaches, this type of instruction provides different activities which can be fun as a means to help learning be pleasurable. No one ever said learning couldn't be fun!

## Activity 4: "Vocational Education Options for Special Needs Students"

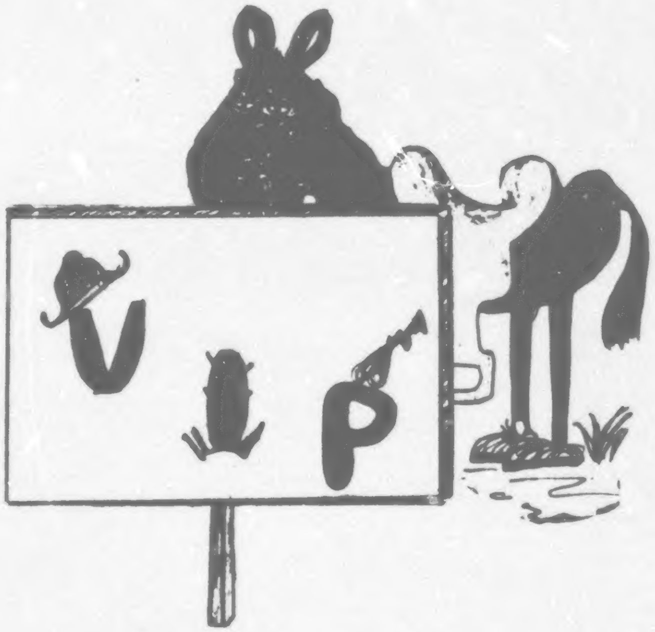
In Tennessee, there are two major vocational options for special needs students. These are the Vocational Improvement Program (VIP) and the Vocational Advancement Program (VAP). VIP is designed for disadvantaged students, while VAP is planned for handicapped students. The following description of each program may be used with the participants as a basis for discussion of placement options for special needs students.


V A P
V I P
SELF-CONTAINED HANDICAPPED LAB
VOCATIONAL EDUCATION
TITLE I READING PROGRAM
SPECIAL EDUCATION RESOURCE

PLACEMENT OPTIONS

## Vocational Improvement Program

The Vocational Improvement Program (VIP) is a specialized program in which an individualized approach is used to meet the needs of students in the vocational curriculum who have learning difficulties. Students are selected to use the opportunities this program offers in gaining basic academic skills which will enable them to become useful citizens.



The Division of Vocational-Technical Education's program for disadvantaged students is designed to assist students in overcoming difficulties that may be preventing them from making progress in a regular vocational class. Students must already be enrolled in a vocational program to be eligible for VIP. Appropriate special services in the form of basic related instruction are made available in meeting the special needs of the disadvantaged. In the basic related instructional program, primary emphasis is given to vocational communications and computation. The objective is to overcome these difficulties so that the student can make progress in his/her vocational program. Additional instruction is given in learning acceptable work attitudes, improving self concept, exploring career opportunities, completing job applications, interviewing for jobs, and acquiring acceptable social actions and civic and family responsibilities.

Self
Improvement

For admission to any program, the content of the program and objectives shall be determined by an M-Team consistent with the state and federal Right to Education laws.

1. Students are certified as disadvantaged due to the following:
    a. low reading ability
    b. difficulty with mathematics or communications (oral or written)
    c. performing two years below grade level as determined by reliable standardized tests
    d. repeated lack of progress in a regular vocational education program.

2. Students are selected for the program by an M-Team composed of the school principal, guidance counselor, parents, the student (when appropriate), testing personnel, other persons requested by the parent, and academic, vocational, and basic related instructors in order to assure proper program placement. IEPs are written outlining the prescribed individual programs of instruction specifically designed to meet the special needs of disadvantaged students. Students are tested in the spring for entry into the special program when school begins in the fall. Students and parents should be advised of the difficulties of the student that make it necessary to place him/her in the VIP class. The State Manual for Implementing a Student Evaluation Program should be used to evaluate students for program placement.

3. Specific admission criteria will be based on assessments which measure verbal and math skills and abilities and vocational interests and aptitudes. Reliable standardized tests will be used to determine vocational interests and aptitudes.

The basic related instructional program may be in one-, two-, or three-hour blocks of time in order to provide the flexibility necessary to meet the student's needs and is closely related to the student's vocational area. The educational program employs a modified approach to help the student develop basic skills. This approach relates communications and mathematics to vocational areas. The program is designed to assist each student in achieving the developmental objectives outlined in his/her IEP. Student class load consists of no more than 15 students per hour. A student may be scheduled for more than one hour if it is felt that he/she can profit thereby. In certain cases, a student may make enough progress in the VIP class to justify placement in regular academic classes.

VIP basic related teachers must have a bachelors degree with a valid teaching certificate with appropriate endorsements. VIP teachers need to have an understanding of the processes of human growth and development. Competencies in dealing with reading and math disabilities are necessary for effective teaching. A basic knowledge of measurement and evaluation and the ability to identify and utilize comprehensive assessment instruments is necessary for placement and cooperative planning.

If disadvantaged students are to be successful in vocational education, VIP teachers must keep the respect of the students. It must be clear to the students that the teacher cares and wants to make them comfortable. Willingly giving extra time and attention during periods of stress may make a world of difference in the student's future.

## Vocational Advancement Program

The Vocational Advancement Program (VAP) is designed to provide special instruction to those handicapped vocational students as designated by the M-Team. Some VAP programs are organized to mainstream students into regular vocational programs while employing basic related teachers and aides to assist by correlating basic academic skills to the student's vocational area. A few other VAP programs consist of scheduling vocational shop and/or lab instructors together with basic related teachers to provide vocational skills and basic related instruction in a closed situation. Additional instruction is presented to help students acquire acceptable work attitudes, improve self concept, explore career opportunities, complete job applications, interview for jobs, and learn socially acceptable actions and civic and family responsibilities. The instructional program in both the classroom and the vocational class shall be based on specific developmental curriculum materials and evaluated according to the behaviorally stated criteria set in each student's IEP.

Students to be served in VAP classes should qualify as handicapped under one or more of the conditions set forth in PL 94-142 or the State Special Education Provisions. Any student eligible for special education may be served. However, the ultimate goal of the program is to help students develop salable skills so that they will be employable by business or industry. VAP is not a sheltered workshop-type program. Specific admission criteria will be based on assessments which measure verbal and math skills and abilities and vocational interests and aptitudes.

Students are selected for the program by an M-Team composed of the school principal, guidance counselor, parent, student (when appropriate), special education personnal, any person the parent requests, and academic, vocational, and basic related instructors in order to assure proper program placement. IEPs are written outlining the prescribed individual plans of instruction specifically designed to meet the special needs of handicapped students. Students are tested in the spring for entry into the special program in the fall using reliable testing instruments and other pertinent assessment materials. Students placed in VAP programs must be verified handicapped students. The State Manual for Implementing a Student Evaluation Program must be followed to accomplish an approved student's assessment and placement process. Cooperation among the local education agency, vocational education staff, and special education staff is necessary for assessment, placement, and education of handicapped students.

This cooperative work shall include the following:

1. The IEP will be jointly planned by the parent, student (when appropriate), vocational education staff, special education staff, and others as needed.

2. There shall be an annual review of the student's progress and a review of his/her program by the above named M-Team working with the student.
3. There will be a periodic (every 6-9 weeks) consultation on each student for the purpose of looking at areas of need and possible program adjustments.

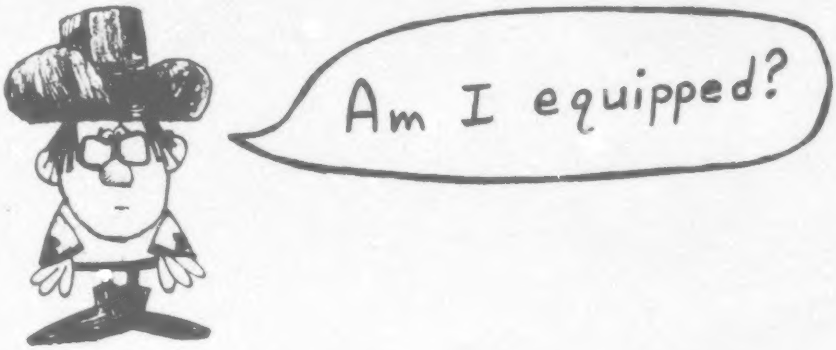
Handicapped students will be placed in the least restrictive vocational classes as determined by the members of the M-Team so that such placement will be appropriate. It is recommended that regular vocational classes having over five handicapped students enrolled have an aide to assist the regular instructor. The VAP basic related instructor assists these handicapped students by relating basic academic skills to their vocational area. The basic related instructional program may be in one-, two-, or three-hour blocks of time in order to provide the flexibility necessary to meet the student's needs. The basic related instructor will serve not more than 12 students per hour.

Handicapped students may be served in a special class which combines a basic related instructional program with specific periods in a vocational training program that has adaptive equipment and training supplies to meet each student's specific needs. Students will receive instruction in a number of vocational skill areas as well as basic academic instruction related to the vocational areas. Special class student load should consist of no more than eight handicapped students per teacher to be varied according to severity of handicap and level of functioning. These eight students may be worked with individually and/or in groups as determined by the M-Team.

All VAP basic related teachers must possess a minimum of a bachelors degree from an accredited college or university with a valid Tennessee teaching certificate with appropriate endorsement(s) which became effective as of the beginning of the school year 1981-82. In addition to the above, they should also demonstrate or acquire the following proficiencies:

1. An understanding of the processes of human growth and development.
2. Functional ability in the area of diagnosis and correction of reading and math disabilities.
3. A basic knowledge of general measurement and evaluation.
4. The ability to identify and utilize comprehensive assessments, including interpretation of tests (nondiscriminatory), especially in the areas of vocational interests and aptitudes, achievement, personality, social and personal skills, study skills, values, and interpretation of results including determination of functioning level and prescriptive programming for vocational students.
5. The ability to understand and/or develop methods and materials in teaching vocational education.
6. The ability to design and conduct vocational programs for individuals having special needs and to articulate these programs with other educational programs.
7. The ability to communicate effectively in an appropriate educational setting.
8. The ability to state behavioral objectives and to perform task analysis as relevant to vocational activities.
9. A working knowledge of vocational education as it relates to students with special needs. This can be demonstrated by the teacher's ability to successfully complete an internship or other appropriate supervised field experience.
10. Specific skills in behavior management techniques such that an effective and appropriate classroom learning environment shall be maintained for both the individual and the group.

The above proficiencies shall be obtained in an accredited college or university teacher training program and by successful completion of state sponsored and approved workshops, institutes, and seminars. Local inservice training (minimum ½ day) designed to better equip teachers in meeting the needs of disadvantaged and handicapped students will be provided each school year and will be mandatory for all vocational education teachers serving special needs students.


Am I equipped?

This covers the basic proficiencies for VAP, but let's not forget the humanistic approach to education so necessary in dealing with handicapped students. We have become so standardized, theorized, and institutionalized, not to mention computerized, in our outlook of education of today's youth that we seem to have lost the human aspect. Handicapped students require the teacher's conscious effort of treating them as individuals. Treat them as students first and handicapped second.

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*"If you wish to raise a man from mud and filth...you must not hesitate to get yourself dirty."*

*Sheldon Kopp*

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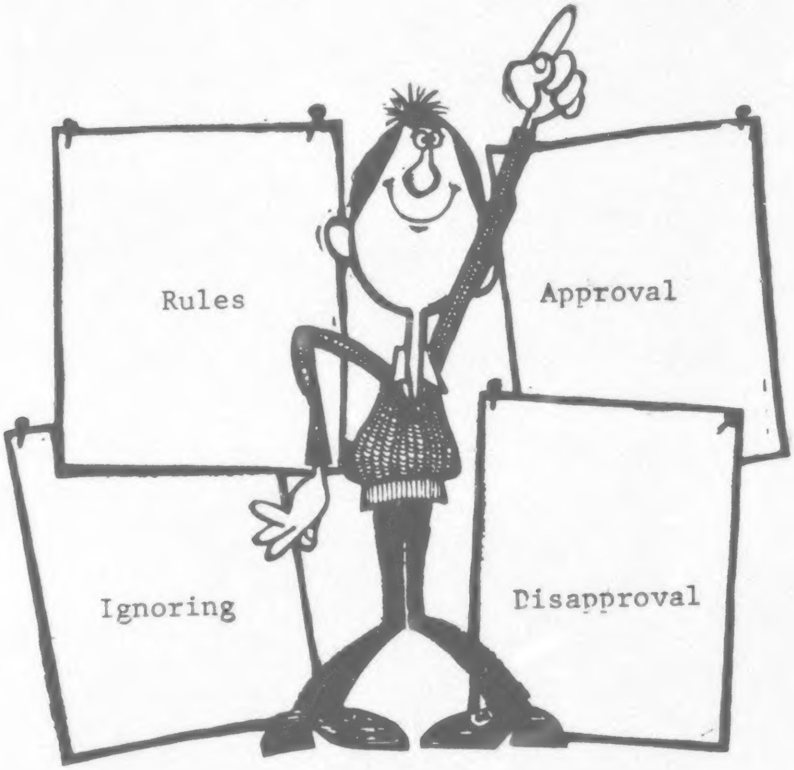
## Activity 5: "Positive Management And Motivation Of Special Needs Students"

Sometimes, managing the behavior of special needs students is a concern of vocational teachers. A method of classroom management which can be used with all students involves a system that provides motivation for students to act with acceptable behavior. The RAID system, developed by Dr. Charles H. Madsen (1968), consists of four parts:



This system is the basis for the following teacher training exercises.

The use of rules is important so that students will know what is expected of them. Rules should be established and displayed for classroom behavior. The students can help in making the rules. The rules should be stated positively and kept brief.

To encourage the participants to make positive rules, ask each to state two or three in a positive way. List some positively stated rules for them as examples.

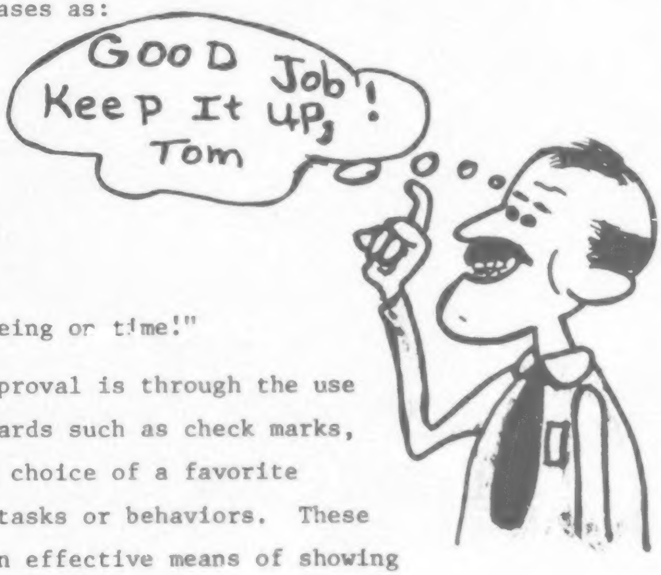
Practice safety Rules in each Activity!

### CLASS RULES

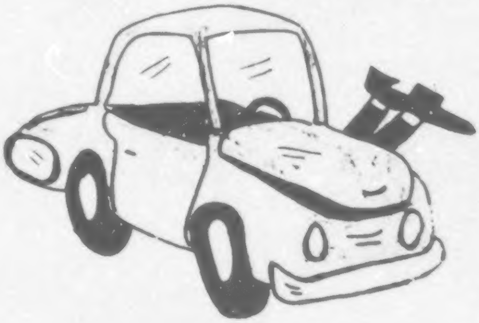
1. Move quietly and carefully around the work area.
2. Practice safety rules in each activity.
3. Listen while others speak.
4. 
5. 
6.

Approval (reward) is given to those students who follow the established rules. A variety of techniques can be used to communicate approval. One method of showing approval is to provide verbal rewards. This may include such phrases as:

1. "Nice job!"
2. "Great work!"
3. "You're really trying hard!"
4. "Thanks for being on time!"


GOOD Job! Keep It up, Tom!

Another way of showing approval is through the use of tokens or activity rewards such as check marks, smiling faces, free time, choice of a favorite activity, and points for tasks or behaviors. These sample certificates are an effective means of showing approval:



## SUPER MECHANIC

FOR DIVING RIGHT IN! AND DOING A GREAT JOB IN AUTO MECHANICS THIS SIX WEEKS ____________________ RECEIVES THE SUPER MECHANIC AWARD

______________________ Teacher

__________ Date

---

## 3 C'S AWARD

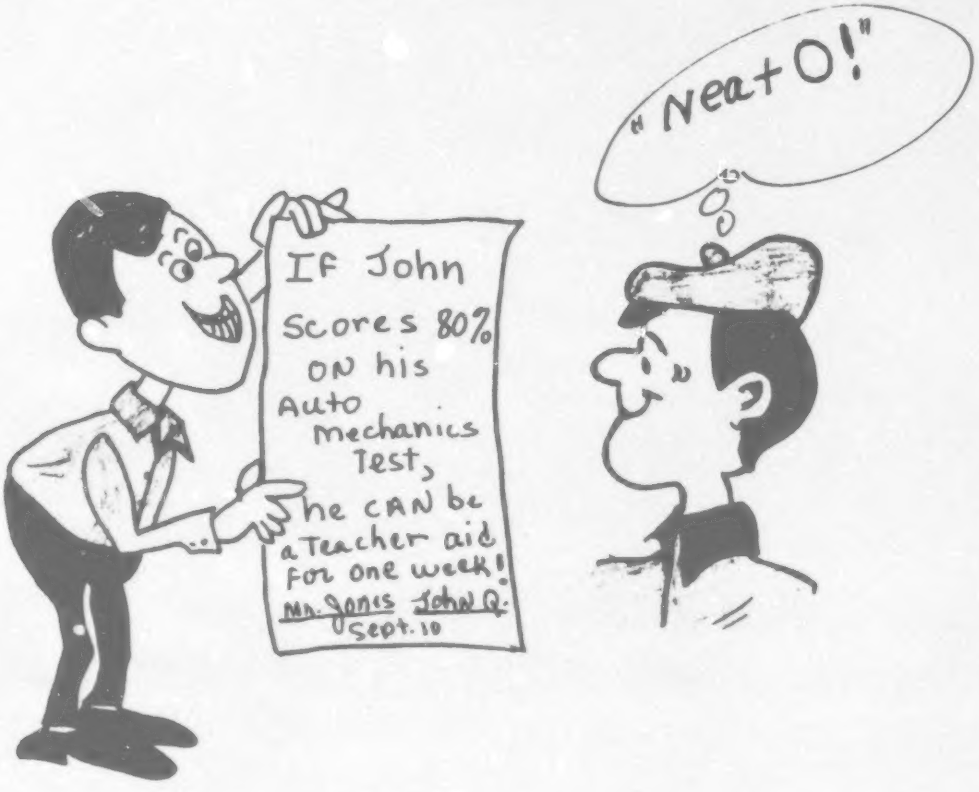
PRESENTED TO ____________________ FOR MAKING COOL, CRISP, CLEAN SALADS DURING FOOD SERVICES CLASS.

______________________ Teacher

__________ Date

*I just came running by to tell you: "YOU ARE REALLY TRYING HARD, AND I'M PLEASED!"*

The use of contracts can also prove to be a successful method of rewarding acceptable student behavior. Contracts can help students to understand behavior and rewards.


"Neat O!"
If John Scores 80% ON his Auto mechanics Test, he CAN be a Teacher aid For one week!
Mr. Jones John Q.
Sept. 10

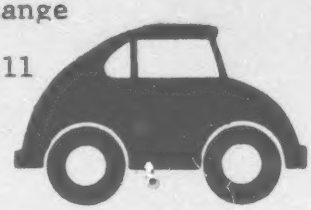
The content of contracts may vary, but each should include at least the following:

1. Required student behavior
2. Reward
3. Conditions of reward, if necessary
4. Signature of teacher and student
5. Date for completion of contract

This is a sample contract for a vocational classroom:

CONTRACT FOR CHANGING OIL

If __________ can demonstrate an oil change procedure by the end of the week, he will earn one class period of his choice to work on his car.

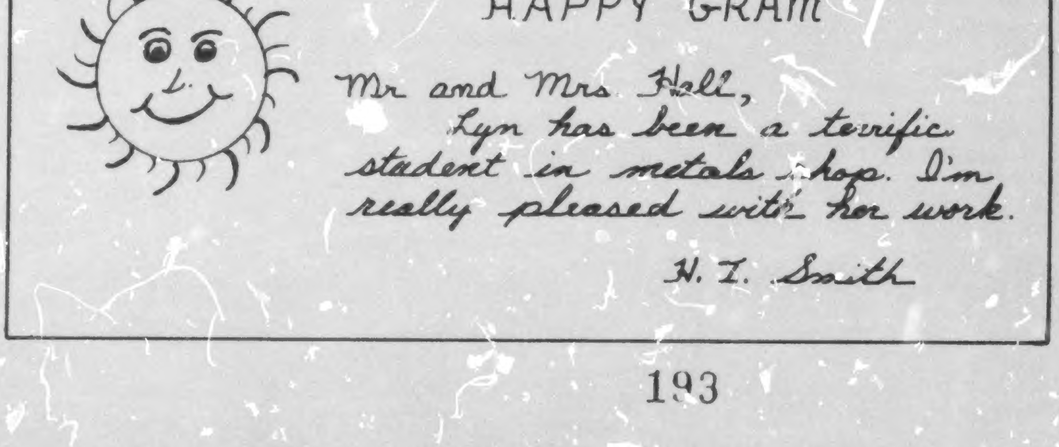


TEACHER DATE STUDENT

Another effective strategy for motivating students and showing their progress is to develop a motivational chart. Include subskills needed for a particular skill area. For example, the following chart illustrates the subskills necessary to be a skilled salad maker, an area covered in food services. Each time a student completes a subskill, a star or check can be placed on the chart. When all skills are completed, a super salad maker certificate may be earned. All students may not need this type of reinforcement, but for those who do, the charting technique can be very effective in keeping students motivated.

| SUPER SALAD MAKER | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Name | peels and chops eggs | peels fruits and vegetables | peels and dices fruits and vegetables | uses slicing machine | makes toast | makes salads | personal cleanliness | works with others |
| Mary | | | | | | | | |
| Bennie | | | | | | | | |
| Billy | | | | | | | | |
| Amy | | | | | | | | |
| Brenda | | | | | | | | |
| Lynn | | | | | | | | |
| Bert | | | | | | | | |
| Harry | | | | | | | | |

Other techniques to motivate students on a positive note might include messages sent personally to them or their parents. Unfortunately, parents usually receive notes from school for their child's poor performance or bad behavior. The following is a sample message indicating the teacher's approval in a personal way.



HAPPY GRAM

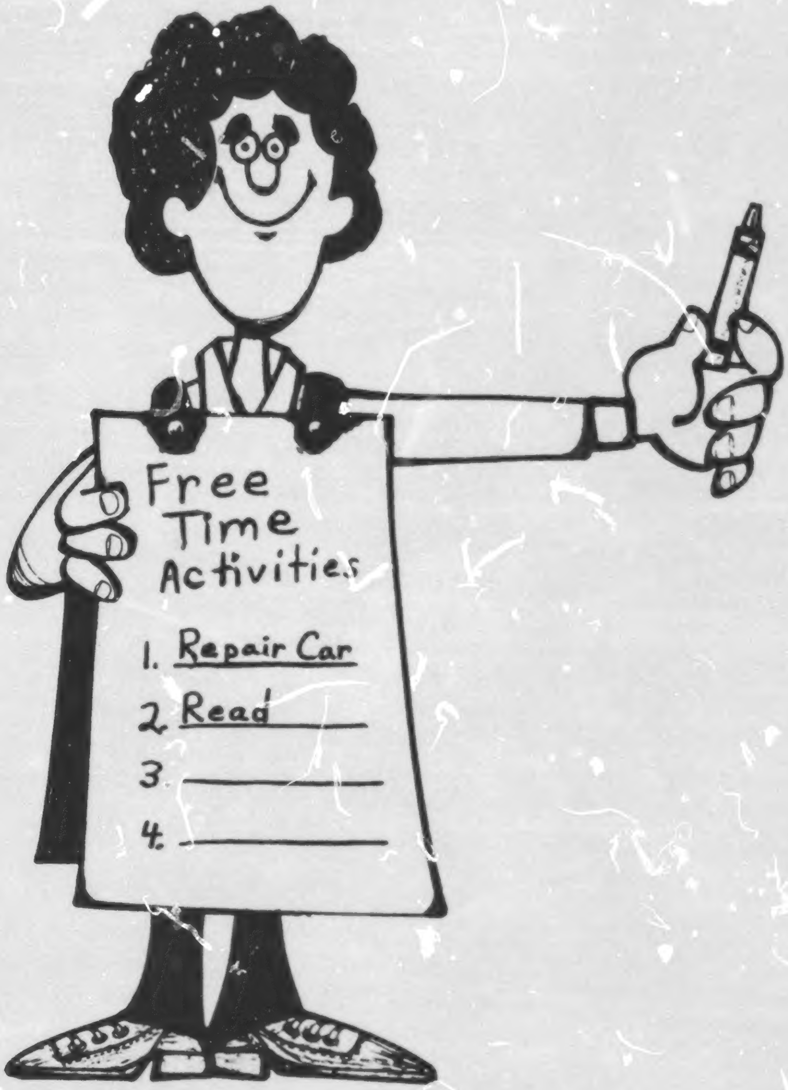
Mr and Mrs Hall,
Lyn has been a terrific student in metals shop. I'm really pleased with her work.

H. T. Smith

Regardless of the approval method used, the technique should be one which is appropriate for the student. To find the appropriate reward, the teacher can:

- * Ask students to choose their favorite activity.
- * Observe what the students enjoy doing.
- * Refer to past successful rewards.

Remember, a smile and a pat on the back never hurt anyone.


Free
Time
Activities
1. Repair Car
2. Read
3.
4.

Ignoring some insignificant off-task behaviors while praising students for on-task behaviors can help the teacher decrease undesirable behaviors and increase acceptable behaviors. For example, if the teacher has provided a handout on an oil change procedure with an assignment to read it and answer a question about each paragraph, he/she will expect students to complete the task. Johnny stares out the window while Ken, sitting next to him, begins the task. The teacher has several options:

1. Johnny can be ignored while Ken is praised or rewarded for beginning the task. (The teacher ignores Johnny, who is not on task, but reinforces Ken for being on task.)
2. Johnny can be nagged to "get busy." This may be rewarding to Johnny if it is the teacher's attention (positive or negative) that rewards his behavior.

Generally, negative behaviors that teachers spend a significant amount of time attending to may be ignored while appropriate behavior is rewarded. The important point is that teachers cannot just ignore behavior; they must show approval of appropriate behavior while ignoring inappropriate behavior. Even more important is for teachers to be consistent and systematic about the way they respond.

Obviously, some behaviors cannot possibly be ignored! Behaviors which cannot be ignored are those that are dangerous to the student, teacher, or other students. Destructive behavior must receive disapproval. Some behaviors which cannot be ignored and must have disapproval are operating machinery and tools incorrectly, wearing improper clothing while operating machines, and not wearing safety glasses.

The following methods have been effective in showing disapproval while maintaining a rapport between student and teacher:

1. Signal with gestures for the student to stop.
2. Comment to the student face to face--do not get involved in a shouting match in front of the class.
3. Take the student to one side and remind him/her of the rules ("John, you forgot your safety glasses."). Ask the student to repeat the rule and explain why the equipment is needed.
4. Time-out the student. This means removing the student from the activity for five minutes and have him/her sit quietly.
5. Avoid telling the student, "It was stupid of you to forget those safety glasses." Tell the student the behavior was dangerous to him/her--you want to show the student that his/her behavior is what you disapprove of and not him/her personally.

Disapproval techniques should be consistent, and teachers need to practice until their reactions become consistent.

Many classrooms are "ruled" by punishment. Punishment is very effective for stopping behavior; however, it is not very effective in establishing positive student/teacher relationships. Besides, it forces the teacher to pay attention to more negative behaviors and is unmotivating to students.

One final thought is that what teachers want ultimately is for students to become internally motivated. Essentially, the RAID model moves from teacher directed motivation and control to the student's own motivation and self control.

After discussing the RAID model with the participants, ask them to pick one class and implement the four-step plan with the class members. They can share their experiences with the rest of the group at a later session.

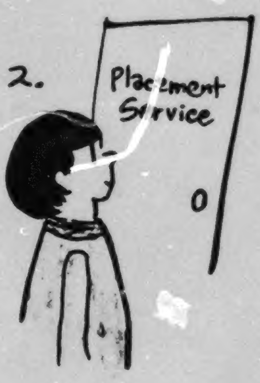
## Activity 6: "$R_x$ for Independence"

The filmstrip $R_x$ for Independence (see Appendix E) is designed to help the participants deal with all special needs students. It concerns the prescription foundation approach to providing vocational instruction to students with special needs. The major points portrayed include:

1. The importance of being willing and able to change professional behavior to meet individual student needs.
2. Instructional and related areas that might need alterations.
3. The development of individualized educational plans.
4. Re-analysis and modification of existing jobs.

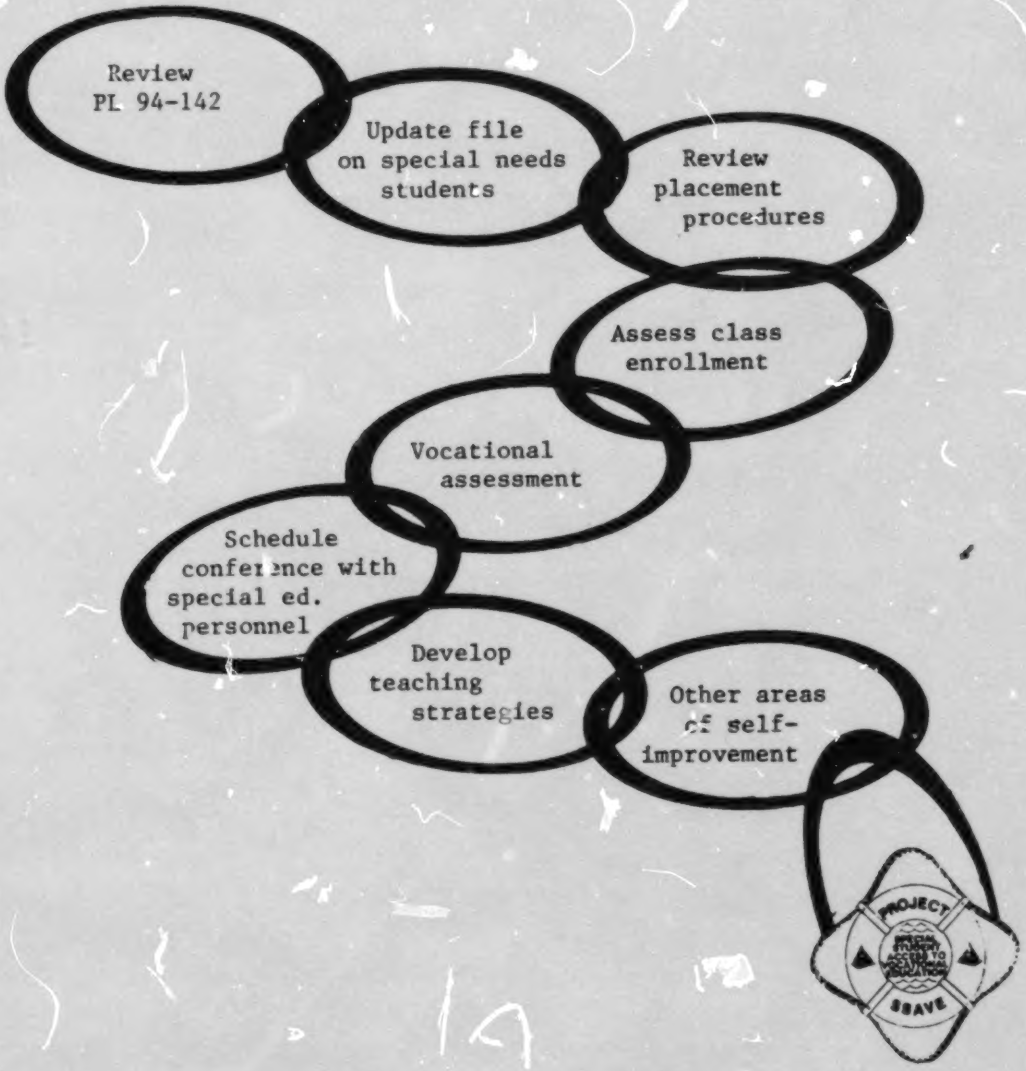
This filmstrip can be most effectively used after the participants have been introduced to handicapping conditions. It can also be used as a lead into the next activity.

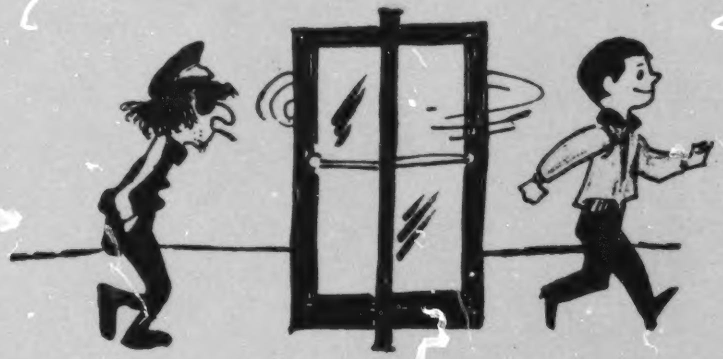
1.
HELP WANTED



Activity 7: "Chain Of Events In Programming Self-Improvement Plan"

After completing the inservice training sessions, the participants need some type of plan that will help them use in the classroom what they have learned in the inservice training. The following self-improvement plan provides this sort of linkage between the formal training sessions and the "real world." Step-by-step guidelines are given which lead from the requirements of PL 94-142 to the actual implementation of teaching strategies with special needs students. Space is also provided for the participants to include their own ideas. This outline should be given and discussed with the trainees at the end of the formal sessions.


Review PL 94-142
Update file on special needs students
Review placement procedures
Assess class enrollment
Vocational assessment
Schedule conference with special ed. personnel
Develop teaching strategies
Other areas of self-improvement
PROJECT
SPECIAL STUDENT ACCESS TO VOCATIONAL EDUCATION
SSAVE

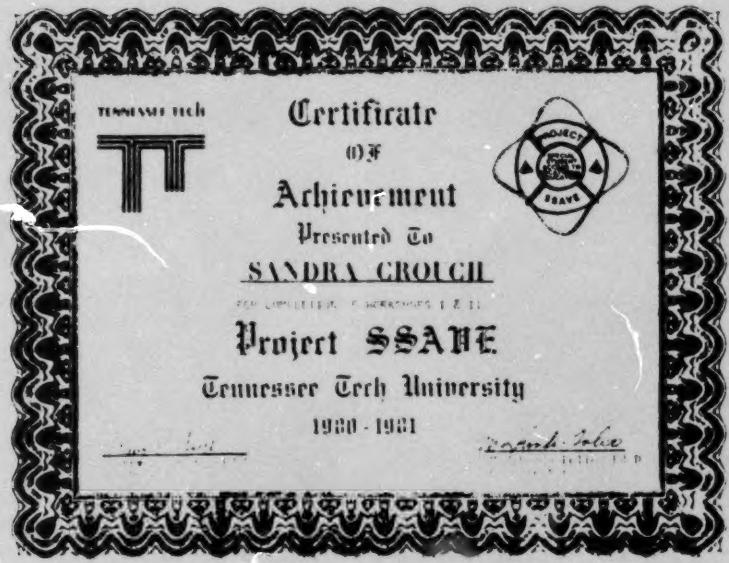


## Self-Improvement Plan Guidelines

1. Review simplified version of PL 94-142.
2. Review and update files on special needs students.
3. Review procedures and processes for placement of students.
4. Assess class enrollment.
   a. Arrange conference with special education personnel.
   b. Acquire information on special needs students to be in your vocational class.
   c. Participate in M-Team meetings and develop IEPs.
5. Adapt vocational class procedures.
   a. Use the "Survival Skills Survey" (pages 130-131) to determine problem areas of students.
   b. Use the "Which Channel Turns You On" activity (pages 132-135) to evaluate students' learning modalities.
   c. Establish individual student goals and objectives.
   d. Determine what adaptations and modifications of the curriculum are to be made.
   e. Develop and implement teaching strategies for special needs students.
6. Develop conference schedule with special education teachers for an on-going cooperative effort for the year.
7. Determine areas for further development.

## Certificates

Upon completion of the teacher training sesions, try this method of showing the participants you appreciate their endeavors and interest in providing success for special needs students in vocational education. All persons, especially teachers, need a pat on the back for good work!



TENNESSEE TECH

Certificate
OF
Achievement
Presented To
SANDRA CROUCH
FOR COMPLETION OF WORKSHOPS I & II
Project SSAVE
Tennessee Tech University
1980 - 1981

## On-Site Visitations

As part of the formal training sessions, the Project SSAVE staff found the use of on-site visitations to be an effective way of providing individualized instruction for the inservice training participants. After each formal training session, a staff inservice training assistant (ITA) traveled to the home school and met with the participant at a time and place arranged during the teacher orientation meeting. This conference provided the opportunity for the ITA to assist the participant with individual assignments, discuss any concerns about special needs students enrolled in the class, and serve as a liaison between the participant and the inservice training presenters. A written log completed by the ITA after each on-site visitation was used to document concerns of the participant and the assistance provided by the Project SSAVE staff.

The written logs on the following pages (181-184) are taken from the Project SSAVE files. The names of the teacher and school involved in this set of visitations have been removed. As you read the logs from consecutive visits, you may notice a change in attitude on the part of the participant. This change in attitude is a prerequisite to the teacher's modification of curriculum and methodologies relevant to special needs students. Interestingly enough, the Project SSAVE staff found the type of attitude change revealed in this case study to be the rule rather than the exception.

______ Vocational Teacher
Vocational School Location
Jan. 22, 1981 Date

Gail King ITA
10:00 A.M. Time

I visited ______ during his 1st block Building Trades class. We established his best visiting time as his morning class between 8:00 and 11:00 A.M.

______ did not provide much feedback about the first meeting of the project workshop except that he didn't understand what was going on because he was ill. He expressed a definite need for the credit received from his participation in the workshop. He then said he received a letter from Tech telling him that he needed to take the ACT test, and asked me to find out when he could take it if he had to take it at all.

______ seems to have a good attitude about participating in the project. He gave a (over)

brief overview of what his students do in his class. They do not build a house. They build projects and do individualized tasks involved in building a house — i.e., building a wall and tearing it down, hanging sheetrock, wiring, and plumbing. When asked about special needs students in his classes, he wasn't really sure and said he was not told if they were special needs students when they entered his class. He was not at all familiar with P.L. 94-142.

______ was not sure about the purpose of the ITAs. I explained that we were, in part, the communication link between the LEAs and the directors and coordinator. We are also to work with them in the field in obtaining knowledge and strategies to work with special needs students. I also welcomed any suggestions or criticisms of what we were doing

Vocational Teacher: 
Location: Vocational School
Date: Feb. 4, 1981
ITA: Gail Ring
Time: 9:30 A.M.

"How can we educate the parents?"

Feels he understands much more about the law now and shows a definite desire to know the disabilities of his special needs students.

Has a positive attitude toward the workshop.

Feels he'll have more questions after meeting with the 3 special ed. supervisors.

Told of two boys in his afternoon class who don't want to work - I told him I would observe in the afternoon sometime if he didn't get any information on them from the special ed. teachers.

Indicated the workshops have helped him understand the law whereas it had been just some numbers and letters before.

Preferred moving workshop meetings to Cookeville.

---

Vocational Teacher: 
Location: Vocational School
Date: Feb. 18, 1981
ITA: Gail Ring
Time: 9:35 A.M.

Comments from ______:

"This is the best course I've ever had."

"A couple of dummies asked some questions that helped me more than anything - it finally penetrated my skull that we weren't expected to leave the rest of the class and spend all of our time with the special needs students."

He told of a student he has who has been kicked out of school and other classes several times, and how well he is doing in his class and commented "It may have taken a little more of my time, but it was well worth it."

He commented that the last workshop
(see back)

meeting was best of all.

He said that they were arranging the meeting with the 3 county SPED Supervisors this week. He said he had two students who he had filled out the LD checklist with and who he suspected as being L.D. He knows they're special needs students. I suggested that he use the special ed. terminology in the meeting. He is looking forward to the meeting.

———— has shown a change of a doubtful attitude that anything could be done to an enthusiastic attitude toward learning to work with special needs students.

He chastised himself for the harm he might have done to these special needs students he has had in the past because

(continued)

he did not understand their needs. I reassured him that he doesn't have to worry about that now because he has an open mind to learning.

Vocational Teacher
Location: Vocational School
Date: April 16, 1981

ITA: Gail Ring
Time: 9:30 A.M.

I worked with ______ on his problem area checklist, and we identified work aptitude as the primary target area. ______ set his working goals as increasing the student's ability to correct mistakes when given instructions, and to increase his ability to follow multi-step instructions. We then set measurable objectives for his goals.

______ seems to be excited about working with this student. He commented that he might be neglecting his other students because he wanted so badly to help this boy. He, again, expressed that this course has provided him with more help than anything he has ever had.

---

Vocational Teacher
Location: Vocational School
Date: April 30, 1981

ITA: Gail Ring + Bert Coner
Time: 9:45 A.M.

______ continued to praise the helpfulness of the two workshops.

He said that he didn't know if it was the extra time he was spending with his special student or if it was the methods he was using, but he could see a definite improvement. He said that the student's father had come to him and said, "I don't know what you've done with that boy, but you've sure turned him around."

We gave more strategies to ______ for him to use in the future, and he seemed to really appreciate having more materials to add to his files.

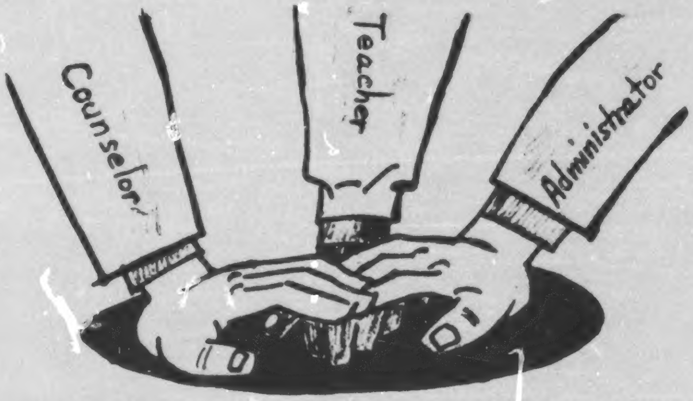
PROJECT
ADMINISTRATOR
COUNSELOR
INSERVICE
SSAVE

# III. Administrator/Counselor Inservice Training

## Introduction

It has been said by many that "a school is no stronger than the administrator in charge." Whether or not this view may be substantiated is not the question. It is probably better to allow those with time to philosophize and resolve what may be at best a circular argument.

One fact essential to providing appropriate curricula for special needs students is that the administrators play a key role in providing leadership and/or support to the instructional personnel. In fact, there are five kinds of school administrators who are involved in some aspect of providing an appropriate vocational education for special needs students and fulfilling the requirements of PL 94-142. These are vocational directors, building principals, supervisors of instruction, special education directors, and guidance counselors. In order to better understand the needs of administrators related to serving special needs populations, some examination of their roles is required. If for no other reason, the quantity and quality of inservice training provided to the instructional staff needs to be thoroughly understood by the administrative staff as well. While the depth of knowledge may not be as essential, a minimal level of affective understanding needs to be attained, leading to knowledgeable and strong support of the faculty.



## National Perspectives

Recent studies (Nevin, 1979) have revealed that administrative educational personnel rate the following competency statements relatively high in terms of administration of PL 94-142:

1. assurance of due process and confidentiality
2. interpretation of state and federal laws
3. use of appropriate leadership styles
4. maintenance of appropriate and legal records
5. resolution of personnel conflicts
6. use of evaluative data in curricular changes for special needs students
7. role and certification of staff responsible for the implementation of special needs students' programs.

It also has been shown that the administrative staff is the key group of personnel to initiate cooperative planning, select staff, and plan professional development for the faculty in working with special needs students. While few would argue the key role of administrative personnel, Barella (1979) gathered data indicating that vocational teachers' most frequent complaints about vocational directors were that they lacked communication skills, did not inform teachers of new policies and procedures, ignored teachers in the department, would not listen to new ideas, conducted poor teacher evaluations, and were too busy with other school activities.

What remains, therefore, is somewhat of a mixed view concerning divergent roles in a relatively chaotic system of educational endeavors. Confusing, isn't it?

The purpose of this Inservice Training Guide is not to debate these types of issues. Rather, it is to serve as a reservoir of content and methodologies in the task of providing the facilities, faculty, and finances for special needs students to succeed in vocational education.

Teacher Cadre Recommendations

At the inception of Project SSAVE, it was not anticipated that the administrative personnel would become a target audience in inservice training related to special needs students. Quite to the contrary, it was assumed (a dangerous presumption) that these personnel had already received the necessary information and leadership skills related to PL 94-142. However, the following situation, as shared with the Project SSAVE staff in one of the teacher inservice sessions, was quite an eye opener:

> *A vocational teacher was quickly approached by an administrator with some strange looking forms in his hand. "I need your signature on these!" said the administrator. "What are they?" asked the teacher. The administrator then proceeded to say, "These are the IEP forms for one of your students. The state evaluation team is coming in tomorrow to evaluate, and we have to get our forms in order!"*
>
> *This particular teacher was in the process of receiving inservice training on PL 94-142. After looking at the forms and recognizing the IEPs, the teacher said, "I won't sign these. I have not even been invited, much less participated in, the M-Team meeting! I have not had any input in the development of the IEP!"*

It should be pointed out that the teacher was not trying to be belligerent. He was only expressing the type of concern all teachers should have in being able to be involved with the development of suitable programs for special needs students. No, the teacher was not fired! In fact, he now is invited to the M-Team meetings and is doing an exceptional job in working with special needs students. The main point of concern in this situation is the somewhat blasé attitude on the part of the administrator as well as the presumptuous approach of simply trying to get the records in line.

The teacher cadre used in the initial development and pilot testing of the inservice training materials contained within this guide were unanimous on one point. The cadre concurred that administrative personnel were desperately in need of inservice training related to PL 94-142.

## Review Team Recommendations

Meetings were held quarterly with the Review Team members who were asked to monitor and provide feedback on the progress of the SSAVE project (see Appendix A). The Review Team concurred that the Project SSAVE staff needed to develop suitable content and methodologies and provide inservice training for administrative staff so they would be more able to support the instructional staff in the implementation of curriculum for special needs students. The following are a few of their comments:

> "Other educational personnel, especially administrators and special education specialists, should participate in this project."
>
> "Regular teachers and administrators need the involvement with a project like this."
>
> "Include guidance and administration as participants in workshops."
>
> "Administration definitely need this."

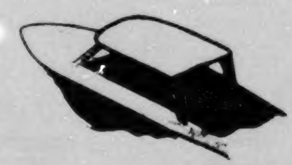
Therefore, this section of the Inservice Training Guide contains the appropriate information and strategies for administrator/counselor inservice training. You will note that the agenda will refer to many of the same materials contained in Section II of this guide. It is important that the administrators and counselors are aware of the same information needed by instructional personnel in addition to information relevant to their administrative endeavors.

## Inservice Training Content and Formats

The boat of education for special needs students is rocky when not anchored with administrative support and understanding. Happy is the teacher who has the cooperation and concern of the administration! Too many times a creative teacher with innovative teaching methods may be inhibited by administrators who expect him/her to use the same traditional teaching styles with which they were taught. If special needs students could learn and experience success with these methods, they would not need special education or support services.

In many school systems, more emphasis is placed on discipline--keeping students quiet and in their seats--than on helping the students learn. Hopefully, by enlightening administrators as to the characteristics of handicapping conditions and learning styles, more creative teaching methods may be appreciated, or at least tolerated for the benefit of the students.

As was recommended by the teacher cadre, and Review Team, agendas were developed to provide inservice training workshops for administrators, including vocational directors, special education supervisors, principals, and guidance counselors. Content and methodology have been given the acid test. Let's dive into the sea of inservice training using some of the materials designed to help administrators provide and supervise vocational programs to meet the needs of the student. Administrators who are in charge of the whole fleet may lack the information to navigate. Inservice training for these personnel may just be the beacon for guiding special needs students to success in vocational education.



Who's Rocking the Boat?

## Local Concerns

Local concerns within each of the nine developmental districts in Tennessee were compiled during the 1981-1982 Project SSAVE administrator/counselor workshops (see Appendix G). The workshop participants met in small groups and listed their most crucial needs and concerns. It is suggested that you use the appropriate local concerns in planning inservice training sessions for administrators and counselors in your particular district(s). If you will notice, the needs do appear to vary from district to district.

I HAVE CONCERNS!

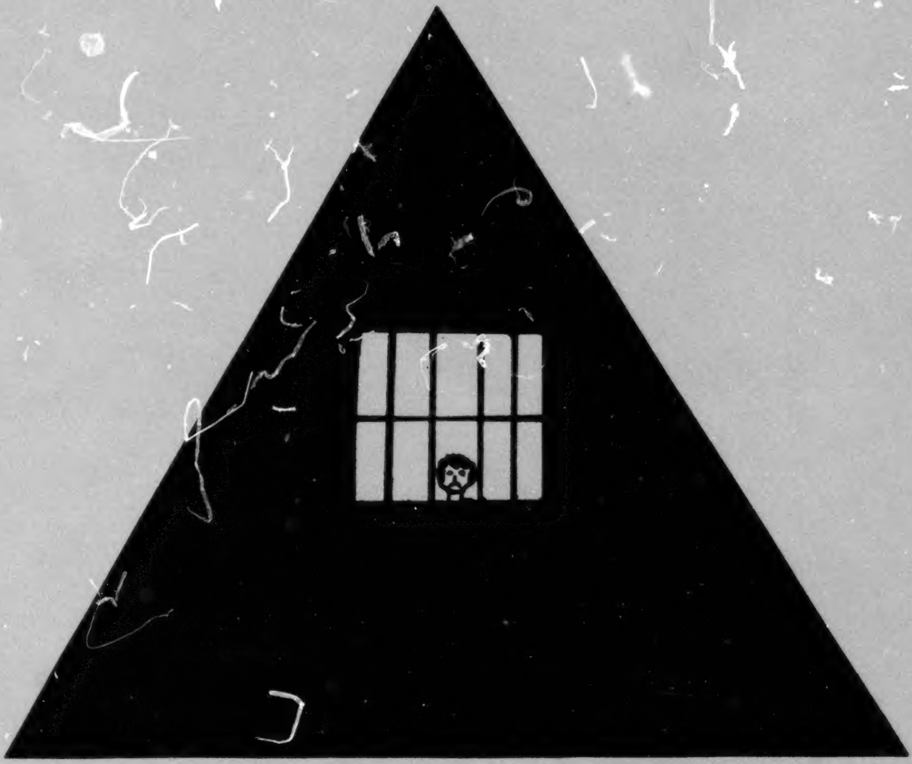
## Content

The Administrator/Counselor Inservice Training section of this guide is planned according to the needs and concerns of these personnel. Activities included in this section deal with the following topics:

* Handicapping Conditions
* PL 94-142
* A Vocational Teacher's Experience With Mainstreaming
* Responsibilities Of Both Vocational And Special Education Personnel
* IEP Activities
* Learning Styles Of Special Needs Students
* Key Strategies For Working With Special Needs Students
* Bear Facts Of Planning Inservice Training Sessions
* Evaluation Of Workshops

## Presentation Style

After reviewing local concerns for your district(s) (see Appendix G), you will have more insight as to the topics to be covered in the inservice training. Using the information on presentation styles discussed in Section II, you are ready to develop your own agenda. Sample formats for ½ day, 1 day, and 1½ days sessions will assist you in selecting the training activities. Certain activities have been explained in the Teacher Inservice Training section, and the sample agenda will simply refer to those pages. Activities designed specifically for administrators and counselors follow the sample agendas.



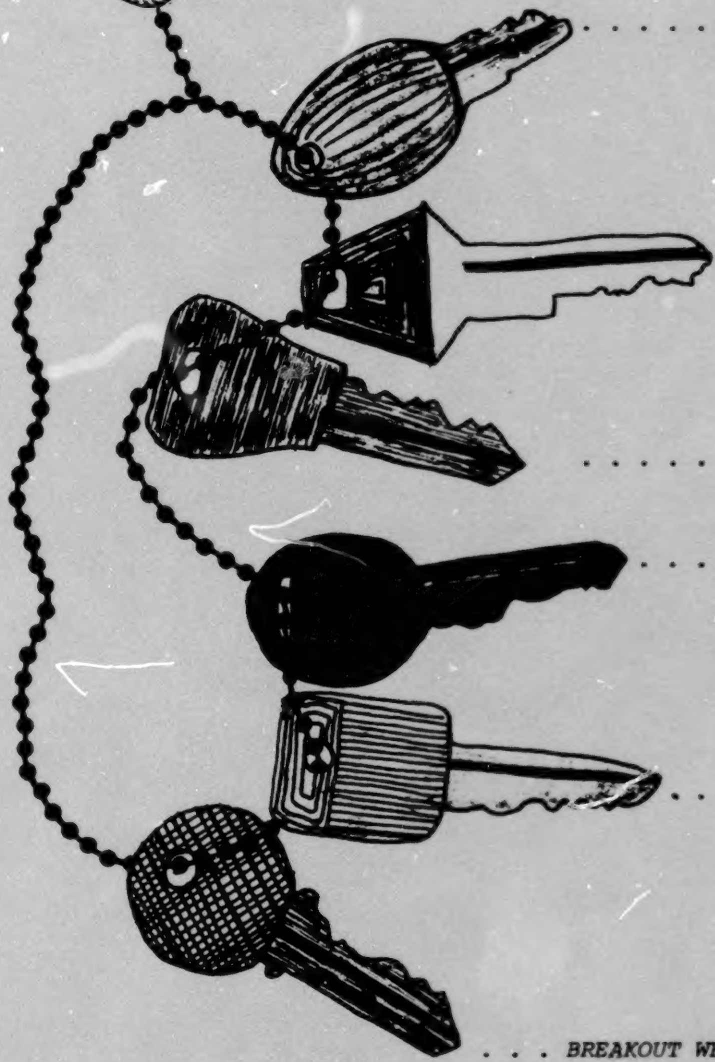
*REMOVING THE BARRIERS TO VOCATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS*

(Attractive agendas with cover sheets can create interest in the inservice training session. This is a sample of a cover sheet that could be used.)

PROJECT
SPECIAL STUDENT ACCESS TO VOCATIONAL EDUCATION
SSAVE

## REMOVING THE BARRIERS

(½ DAY AGENDA)



. . . . . WHAT'S IT ALL ABOUT?

. . . . . VOCATIONAL ESCAPE ROUTE

. . . . . WHAT'S THEIR CRIME?

. . . ACTION PLAN - 94-142

. . . . . ESCAPE DIAGRAM

. . . BREAKOUT WEAPONS AND STRATEGIES

"THE MOST DIFFICULT BARRIERS FOR HANDICAPPED PEOPLE ARE NOT NARROW DOORWAYS AND RIGID CURBS, BUT NARROW MINDS AND RIGID STEREOTYPES."

HENRY VISCARDI

PROJECT
SPECIAL STUDENT ACCESS TO VOCATIONAL EDUCATION
SSAVE

## ½ DAY INSERVICE AGENDA

## REMOVING THE BARRIERS

3:30 *WHAT'S IT ALL ABOUT? SSAVE SONATA* (see Appendix F)

3:35 *VOCATIONAL ESCAPE ROUTE - MOVIE* *WORKING ON WORKING* (see Appendix E)

4:05 *WHAT'S THEIR CRIME? - HANDICAPPING CONDITIONS*
*"WHAT IS A HANDICAP?* (see page 45)
*"WILL YOU SIGN IN PLEASE?"* (see page 84)
*"READING FOR FUN"* (see page 85)

4:25 *ACTION PLAN 94-142 - THE BARRIERS TO VOCATIONAL EDUCATION* (see page 217)

4:40 *BREAK*

4:55 *ESCAPE DIAGRAM - "CLIMBING TO VOCATIONAL SUCCESS"* (see page 61)

5:50 *BREAKOUT WEAPONS AND STRATEGIES - "KEEPING ON COURSE WITH KEY STRATEGIES FOR TEACHING SPECIAL NEEDS STUDENTS"* (see page 140)

## *ONE DAY WORKSHOP AGENDA*

*8:30* *REGISTRATION - NAME TAGS AND GET ACQUAINTED*

*9:00* *WELCOME AND REMARKS - SSAVE SONATA* (see Appendix F)
*FILM:* *WORKING ON WORKING* (see Appendix E)
*DISCUSSION OF FILM* (see page 35)

*9:40* *"WILL YOU SIGN IN PLEASE?"* (see page 84)
*"CLOSE ENCOUNTERS OF THE RIGHT KIND"* (see page 47)

*10:15* *BREAK*

*10:30* *"READING FOR FUN"* (see page 85)
*"A LAPIN'S INTERDISCIPLINARY CONGLOMERATE"* (see page 97)

*10:40* *"IT'S THE LAW -- PL 94-142"* (see page 54)
*"JACK"* (see page 199)

*11:20* *"IEP IS AS EASY AS PIE"* (see page 204)

*12:00* *LUNCH*

*1:00* *"CLIMBING TO VOCATIONAL SUCCESS"* (see page 61)

*1:15* *"WHERE DO WE GO FROM HERE?"* (see page 64)
*"DO YOU HAVE AN IEP?"* (see page 68)

*1:45* *"WHAT CHANNEL TURNS YOU ON?"* (see page 132)

*2:00* *"KEEP ON COURSE WITH KEY STRATEGIES FOR TEACHING SPECIAL NEEDS STUDENTS"* (see page 140)

*2:15* *"LOCAL CONCERNS"* (see page 190 and Appendix G)
*"PROFICIENCY TESTING"* (see page 215)

*2:30* *BREAK*

*2:45* *"THE BEAR FACTS OF INSERVICE TRAINING"* (see page 206)
*"MOTIVATION OR FRUSTRATION?"* (see page 212)
*"CHAIN OF EVENTS IN PROGRAMMING SELF-IMPROVEMENT PLAN"* (see page 177)

*3:00* *"ADMINISTRATOR/COUNSELOR WORKSHOP WIND-UP"* (see page 225)
*"WORKSHOP EVALUATION" -- CLOSING STATEMENTS* (see page 231)

## 1½ DAY WORKSHOP AGENDA

### FIRST DAY

| | |
|---|---|
| 8:30 | REGISTRATION -- NAME TAGS AND GET ACQUAINTED |
| 9:00 | WELCOME AND INTRODUCTIONS -- SSAVE SONATA/SLIDE PRESENTATION (see Appendix F) |
| 9:15 | MOVIE -- WORKING ON WORKING (see Appendix E) |
| 9:45 | DISCUSSION OF MOVIE (see page 35) |
| 9:55 | "WILL YOU SIGN IN PLEASE?" (see page 84)<br>"CLOSE ENCOUNTERS OF THE RIGHT KIND" (see page 47) |
| 10:35 | BREAK |
| 10:50 | "READING FOR FUN" (see page 85)<br>"A LAPIN'S INTERDISCIPLINARY CONGLOMERATE" (see page 97) |
| 11:00 | "IT'S THE LAW -- PL 94-142" (see page 54) |
| 11:40 | "JACK" (see page 200) |
| 12:00 | LUNCH |
| 1:00 | "IEP IS AS EASY AS PIE" (see page 204) |
| 1:45 | "CLIMBING TO VOCATIONAL SUCCESS" (see page 61)<br>"WHERE DO WE GO FROM HERE?" (see page 64)<br>"DO YOU HAVE AN IEP?" (see page 68) |
| 2:00 | "LOCAL CONCERNS" (see page 190 and Appendix G)<br>"PROFICIENCY TESTING" (see page 215) |

*"Together we can make a difference"*

## SECOND DAY

8:30 COFFEE

9:00 "WHAT CHANNEL TURNS YOU ON?" (see page 132)

9:20 "KEEP ON COURSE WITH KEY STRATEGIES FOR TEACHING SPECIAL NEEDS STUDENTS" (see page 140)

10:00 BREAK

10:15 "THE BEAR FACTS OF INSERVICE TRAINING" (see page 206)

"MOTIVATION OR FRUSTRATION?" (see page 212)

"CHAIN OF EVENTS IN PROGRAMMING SELF-IMPROVEMENT PLAN" (see page 177)

11:00 "ADMINISTRATOR/COUNSELOR WORKSHOP WIND-UP" (see page 225)

"WORKSHOP EVALUATION" (see page 231)

CLOSING REMARKS

12:00 ADIOS!

**PROJECT SSAVE**

**ADMINISTRATOR'S WORKSHOPS**

## Administrator/Counselor Training Activities

Activities specific to administrator/counselor inservice training are:

Activity 1: "Jack" (page 200)

A vocational teacher's experience with mainstreaming in the lab.

Activity 2: "IEP Is As Easy As PIE" (page 204)

Two problems concerning the IEP process to be presented to small groups to be solved and shared with the large group.

Activity 3: "Bear Facts Of Inservice Training" (page 206)

An activity for planning successful inservice training in the local school system.

Activity 4: "Motivation Or Frustration?" (page 212)

A handout for discussion which contains tips for motivating teachers working with special needs students.

Activity 5: "Proficiency Testing" (page 215)

Information dealing with special needs students and the state proficiency testing requirements for graduation.

Activity 6: "Barriers To Vocational Education" (page 217)

An activity which presents seven barriers to special needs students' success in vocational education.

## Activity 7: "Administrator/Counselor Workshop Wind-Up"

(page 225)

A concluding activity using transparencies showing gaps in communication from students through school board members.

On Target With
Communications

Activity 1: "Jack"

## Jack

(A Vocational Teacher's Experience With A Special Needs Student)

Into my classroom came a student named Jack...
A lot of moxy he seemed to lack.
It was not for several weeks a question I did raise,
When I realized Jack needed lots of praise.

He acted different; he didn't quite fit.
And, more than once, I do admit,
A vision to me did appear
Of throwing Jack out upon his ear.

It was not until he responded to one particular task
That more questions I did ask.
To the special education teacher I did appeal
And found Jack actually had lots of zeal.

"He is a special student," the counselor did say,
So I decided to talk to him one day.
It was after school one rainy afternoon
That Jack and I really got in tune.

"The rest of the students make fun of me,"
Jack related seriously.
"Maybe it's because I can't read,
But a student I really want to be."

I responded, "Jack, I've never had a student like you,
And I really don't know what to do.
But, I'll do my best to see what can be done
Just like I would for my own son."

"If you will have patience and try your best,
I'll try to help you just like the rest."
It was soon after this discussion I began to think
That teaching is much more than reading the ink!

Teaching is helping each student to succeed,
Whatever the task, whatever the deed.
My responsibility does not end
Until into society my students I send.

A few years had passed since I'd seen Jack,
And I remembered how my mind did rack
To find how to help this young charge
Use his talents and his mind enlarge.

Then one day my TV to the repairman I did take
And was met by Jack with a hearty handshake.
"It's good to see you, 'Teach,'" Jack did say,
And we spent considerable time passing the day.

I finally said, "Jack, I have to go."
And he responded, with a smile so slow,
"Leave your TV, it's really no bother,
I'll work on it, just like I would for my own father."

Harry Smith, December, 1982

Jack was not really that unique. He was simply a special education student enrolled in a vocational course. Special needs students are not unique to vocational education. They are enrolled in most courses in the curriculum. The only thing unique about Jack and other special needs students is that they have a disability of some sort which either inhibits their ability to reach their potential or, sometimes and more importantly, is seldom noticed by teachers.

Mainstreaming a special needs student into a vocational course is just as important for that student as it is for the teacher of the course. Many times, we as teachers tend to forget that it may be as traumatic for the student as it is for us.

*A prime example of such trauma comes to mind when a student, I'll refer to as Robert, enrolled in my woodworking class. Since it was only my second year of teaching, and I had not received any instruction on how to deal with special needs students, I was quite concerned about Robert having a mechanical arm from the shoulder down!*

*As safety was a prime concern of mine, I wanted the students to leave with their toes, fingers, eyes, and legs working as well as when they came into class. I was very careful to watch that Robert "did not get into any trouble."*

*One day after class was dismissed, I noticed Robert sitting quietly in his seat. We had a conversation that went something like this:*

*"Robert, can I help you with something?" I asked.*

*"Yes," he responded, "will you get off my case!"*

*His reponse really sounded more like a command than a question. My ego was blown to pieces, for I thought I was being the watchful, careful, and concerned teacher. After all, I did not want him to get injured, maybe for my own sake as much as his!*

*"What do you mean?" I asked (while really suspecting I already understood what he meant).*

*"Just get off my case," he responded. "I'll make it. I may be a little slower and may get frustrated at times, but I'll make it."*

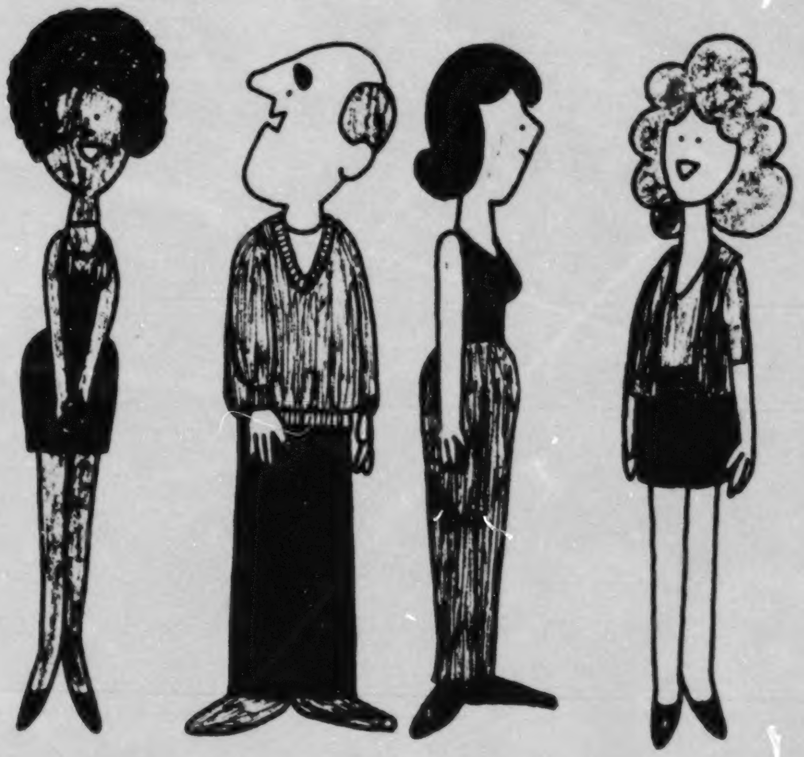
*Well, after nursing my ego for a while after Robert left, I decided to stop hovering over him and let him have his due chance. I still found myself looking out the corner of my eye across the lab to see how Robert was doing. I would sometimes see Robert having difficulty with a particular machine or tool. He would stop, loosen the cables to remove his arm, and throw it on the table. He would look at that mechanical device so vital to his* *success, curse at it, adjust a cable or screw, and put it back on. Robert would flex the mechanical claw, make a final adjustment, and go back to work.*

*Well, I learned something from Robert, from Jack, and from a lot of other special students I have had since. These special students deserve a chance to learn! They want a chance to learn! By, golly, they are going to learn...sometimes because of us, and sometimes in spite of us!*

*Harry Smith*
*Vocational Teacher*

## Activity 2: "IEP Is As Easy As PIE"

Administrators and counselors can be introduced to the IEP process through an activity which is conducted in small groups. The participants should be divided in a way that permits representatives from different school systems to work together. In this manner, different ideas and procedures can be shared. After the participants have been grouped, give one of the following problems to each group and ask the members to solve the problem. They can then present their solutions to the large group.



## PROBLEM 1

Fall term is now beginning with nine special needs transfer students that have no IEPS. As administrators, what procedures would you follow to place these students in vocational classes as soon as possible? How would you schedule M-Team meetings? List the steps of the procedures below.

## PROBLEM 2

Joe is a transfer student from Michigan. His record shows that he has previously been enrolled in special education. He is 15 years old and is enrolling as a freshman but has no IEP. List the procedures you would use to enroll him in Auto Mechanics, which his parents have requested.

Activity 3: "Bear Facts Of Inservice Training"

This activity explains how to assist administrators in the implementation of inservice training and staff development. The process is based on four phases:

- Preparation
- Presentation
- Application
- Testing

A step-by-step explanation is provided for guiding the administrators through each of these four phases. Stress the importance of staff development and how to make it successful. Remember, administrators need motivation, too!

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

> *"If you have a penny and I have a penny and we exchange, we each have a penny. But if you have an idea and I have an idea and we exchange, we each have two ideas" (American Alliance for Health, Physical Education, and Recreation, 1976, p. 1).*

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

Staff development is critical and one of the most important tasks for administrators in providing vocational programs for special needs students. Inservice training can be either uneventful or one of the most productive activities in which teachers can participate.

The "Bear Facts Of Inservice Training" can supply administrators with effective guidelines for providing meaningful inservice training sessions for vocational personnel. There are four transparencies which explain the necessary stages for effective staff development (TM-11 through TM-14, see Appendix D).

First, be prepared! There is nothing more boring than an inservice training session thrown together at the last minute. Administrators need to be ready to meet the needs and requests of vocational teachers.

Getting prepared does take preplanning on the part of administrators. The following suggestions will pave the way for preparation:

LITTER BARREL

PREPARATION

1. Determine which staff members will be included in the program.
2. Determine the most important needs and concerns (see pages 211-212 for a sample needs assessment).
3. Determine the format of the inservice training (short or long term).
4. Determine how to motivate the staff to fully participate.

In some cases, it is beneficial to develop inservice training sessions for combined groups. Obviously, if more than one group has similar needs, they can be combined for certain portions of staff development.

After completing the four steps of preparation, administrators should send notices (see Appendix H for a sample) to prospective participants that include:

- * purpose and subject matter
- * necessity
- * benefits or incentives for the participants
- * consultants
- * duration
- * location

All the arrangements have been made, and the participants have gathered for their training session(s). The presenters are introduced and the presentation begins. During this phase, all the ingredients of a good training session should be followed. Refer to Section I of this guide to refresh your memory about inservice training preparation. Remember these three basic points about inservice training: (1) make it interesting, and above all, relevant; (2) give the participants time to interact and share ides; and (3) be sure all participants understand the objectives and what is to be accomplished by the training session.

PRESENTATION

A great deal of inservice training is a failure because the participants never apply in their teaching situation what is presented. The participants need time to try new skills presented during inservice training. Arrangements should be made for the participants to try newly acquired skills. The administrator can supervise the initiation and follow-up of new skills and ideas. Formal or informal means may be employed.

APPLICATION

* * * * * * * * * * * * * * * * *

*"Well, Doc, that all sounds real good, but will it actually work in my shop class?"*

*Workshop Participant*

* * * * * * * * * * * * * * * * *

The last phase, and one of the most important, is testing. Often, evaluation of new skills and the effectiveness of their application is almost nil. Testing of new skills can be accomplished either on an informal or formal basis. A few suggestions for testing or evaluating are:

* The administrator can observe and record changes that occur as a result of the application of new skills.
* Teachers can complete evaluation forms or keep anecdotal records.
* Informal meetings may be arranged to provide group sharing by the inservice training participants.
* Feedback may be given over the telephone.
* The administrator may wish to have individual conferences with each participant.

TESTING

The following needs assessment was designed to determine the needs of administrators. With minor changes, the same instrument may be administered to teachers who are working with special needs students. Using computer answer sheets makes it easier to analyze data from this assessment instrument.

## Needs Assessment For School Administrators

We are trying to determine the most important needs of school administrators related to meeting the needs of special students in vocational education.

DIRECTIONS: Please mark the number that best represents the degree of your needs on the computer answer sheet. The following rating scale is used with the first 29 items.

(A) Greatly Needed (B) Needed (C) Slightly Needed (D) Not Needed

MY DEGREE OF NEED FOR INFORMATION ON THE FOLLOWING TOPICS RELATED TO SERVING SPECIAL NEEDS STUDENTS IN VOCATIONAL EDUCATION IS:

1. The purpose of special education as related to vocational education
2. The requirements of VAP-VIP Guidelines
3. The components of PL 94-142
4. The purpose of PL 94-142
5. My role in relation to the requirements of PL 94-142
6. The difference between mainstreaming and the least restrictive environment
7. The vocational teacher's role in an M-Team meeting
8. The purpose of the individualized education plan (IEP)
9. The IEP process
10. The components of an IEP
11. How to develop short-term objectives based on long-range goals
12. The definitions of handicapping conditions
13. The characteristics of handicapping conditions
14. How to foster good feelings between vocational and special educators

15. How to foster positive attitudes of teachers toward handicapped students

16. How to effectively use open faculty discussions as a communication tool

17. How to correlate academic and vocational instruction

18. How to develop individual student performance goals and objectives

19. How to use instructional techniques that individualize instruction (for example, peer tutoring or small group instruction)

20. How to select or modify instructional materials appropriate for special needs students

21. How to modify, when necessary, the tools, equipment, facilities, or conditions in the learning environment

22. How to determine different learning styles of handicapped students

23. How to conduct a needs assessment of vocational teachers working with special needs students

24. Incentives for effective inservice training

25. Organizing inservice training sessions

26. How to conduct inservice training activities for staff development

27. How to design and implement a system for monitoring student progress

28. How to conduct a comprehensive evaluation of the total special needs program

29. How to analyze student occupational interests and aptitudes

30. Sex: (A) Male (B) Female

31. Position: (A) Vocational Administrator (B) Guidance Counselor
(C) Principal (D) Supervisor of Instruction
(E) Special Education Supervisor (F) Other ________

32. Age: (A) Under 25 (B) 25-29 (C) 30-39 (D) 40-49 (E) Over 50

## Activity 4: "Motivation Or Frustration?"

Happiness is having something to look forward to! Do your teachers look forward to seeing their students each day? Do you motivate or frustrate the teachers in your school?

The following techniques promote good feelings by accentuating the positive to eliminate the negative. Administrators and teachers must realize the importance of motivation and use incentives to promote learning.

1. Administrators must realize that there are simple suggestions teachers may try as the classroom manager to help students feel involved in the learning experience. Sitting with the students at a table for discussion instead of standing at the board with a ruler keeps them interested and not just listening to the teacher.

2. Make sure your teachers always tell students what to do instead of harping on what not to do. "It is time to..." or "you need to..." are positive ways to guide behavior.

3. How long has it been since you have written a note to your teachers saying they are doing a good job? Provide them with a "warm fuzzy" by saying something good about any part of their work that deserves praise. You can always find something good about someone if you just look hard enough.

4. Your teachers must be secure enough to give reasons for their requirements. "Just because I said so" is not a good reason, and excuses only satisfy the people who make them. Giving reasons demonstrates that teachers are trying to be fair and contributes to the students' mature reasoning.

5. Encourage your teachers to use positive steps for classroom control. This is much better than punishment. Psychologically, this provides a more conducive atmosphere for learning. Prevent rather than punish! How do teachers expect to get something in the head by beating on the other end?

6. Never make comparisons in teachers' work. Remember individual differences in ability, potential, and interests. No one wants to be a carbon copy. In turn, teachers will tend to appreciate differences in students.
7. Some things easily understood by administrators may need to be explained to teachers. Make instructions clear, brief, and concise. This helps prevent frustration.
8. Insure that your teachers maintain students' respect, but see that the teachers show they care about the students. Paying special attention when teachers have times of stress may make a difference in their job performance.
9. Good administrators try to maintain an interest in their teachers outside the classroom to show concern for them as people.
10. Prevent problems before they start by being prepared with a good attitude toward your teachers. Your self-respect and dedication help promote a positive atmosphere for teachers who work with special needs students.
11. Emphasize that vocational education is different! Teachers are preparing students for a career. Vocational instructors must try to reinforce behavior that is necessary for students to be successful employees.
12. Be enthusiastic about what your teachers are doing! How do you expect teachers to show an active interest if you are disinterested? Your teachers need an understanding of the importance of the students' self images.
13. Damage to the self concept may be caused by labels such as "dumb," stupid," and/or "lazy." Avoid name calling even if it fits your feelings at the time.
14. Your tone of voice, body language, and facial expression have an effect on how teachers feel in your school system. Your attitude shows! Smile! Your teachers appreciate it!

Administrators may find that teachers need motivation as much as their students. Motivation is much better for classroom management than failing grades, detention, or trips to the principal's office. Some special needs students require a great deal of motivation, as shown in this story.

### *I'm A Gonna Draw!*

*...I had a kid, an unusal kid, I mean he could do more things than you could shake a stick at, and he got into more things. But I put Reggie on a program called behavior mod (are ya'll familiar with behavior mod?). Well, anyhow, I was trying to change some of his behavior, and, if he did something right, he got one of them little M & M's. And, you know, the program was goin' just fine until his momma wrote me a note sayin' he was having a weight problem. So we decided we had better change his activity, and we had him shootin' basketballs. And one day in class we were talkin' about what we wanted to do when we grew up, you know, what do you want to do? Well, this one wanted to be a fireman. (Oh, I had one who wanted to be a dog, but we kinda passed that over, you know.) Well, I got to Reggie, and I said, "Reggie, honey, what do you want to do?" "Well, I'm a gonna draw," I said, "Oh, that's nice... good!" I said, "But I have to remind you that there is not* ***too*** *much of a market for a commerical artist in Dayton, especially up on Walden's Ridge." And he looked at me kinda funny, and he says, "Uh, what's a artist?" I said, "Well an artist is a person who draws things, makes signs, you know, could end up in advertising." He looked at me, started shakin' that head, and he says, "Well, I don't wanna be a artist!" I said, "Well, you said you wanted to draw." He said, "Yeah! I mean, I wanna sit on my front porch in that rockin' chair and draw my check onest a month." Well, we tried to reason that we really expected more out of him after four years of high school.*

(Taken from Mama Cover's Special Kids by Roberta G. Cover.)

## Activity 5: "Proficiency Testing"

Workshop participants are sometimes concerned about how special needs students will pass the proficiency tests required by the State Board of Education. The M-Team is responsible for determining if a special needs student may be exempted from the proficiency testing requirement. This decision must be incorporated into the student's IEP. If a student is exempted from the proficiency testing requirement and completes his/her IEP, he/she will be eligible for a special education diploma. If the student desires a regular diploma, he/she must satisfy the requirement of the proficiency test in addition to all other requirements for graduation, including approved units of credit, attendance, and conduct.

The following handout ("Guidelines For Proficiency Testing") may be used for participant discussion. These guidelines are to be used to make decisions about special needs students regarding proficiency testing.

## Guidelines for Proficiency Testing

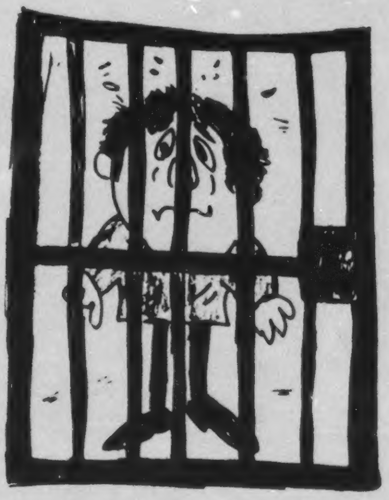
1. Special needs students who are enrolled in a regular program for a major portion of the day should take the proficiency test unless, in the judgment of the M-Team, taking the test would be an unreasonable burden on the student for reasons of psychological problems or mental disability. Students who are exempted should not take the test.
2. Special needs students who take the test but fail to meet the standards for the test will still be eligible for a special education diploma--as will special needs students who are exempted from taking the test--if they satisfactorily complete IEPs. However, special needs students who take and achieve minimum standards for the test will qualify for a regular high school diploma provided all other appropriate graduation requirements are met.
3. Accommodations may be made for students with handicaps in the test situation. In no case will the accommodations give students assistance in interpreting or solving any test item. Any necessary or appropriate accommodations will be decided on an individual basis. The M-Team should include the appropriate accommodations in the students' IEPs:
    a. Flexible scheduling. Administer in briefer sessions.
    b. Flexible setting. Administer individually by a familiar person or in small groups by a proctor.
    c. Recording answers. Allow students to mark answers directly on test booklets to be transcribed onto answer sheets, type answers by machine, or indicate answers to test proctor to be transcribed.
    d. Revised format. Order large print or braille copy, provide a magnifying device, or use templates to reduce the amount of visible print.
    e. Auditory aids. Tape record appropriate portions of the printed copy or provide a narrator to read appropriate portions, but do not use auditory aids on portions designed to measure reading skills.

## Activity 6: "Barriers To Vocational Education"

Many special needs students have crashed on reefs, keeping them from sailing successfully in the mainstream of vocational education. These barriers may be removed if administrators are aware of their presence. The following barriers are to be presented:

1. Ineffective Communication
2. Negative Attitudes of School Personnel
3. Lack of Parental Awareness
4. Lack of Effective Teaching Skill
5. Lack of Sufficient Monitoring and Follow-up
6. Lack of Funds Myth
7. Misconceptions of Vocational Education

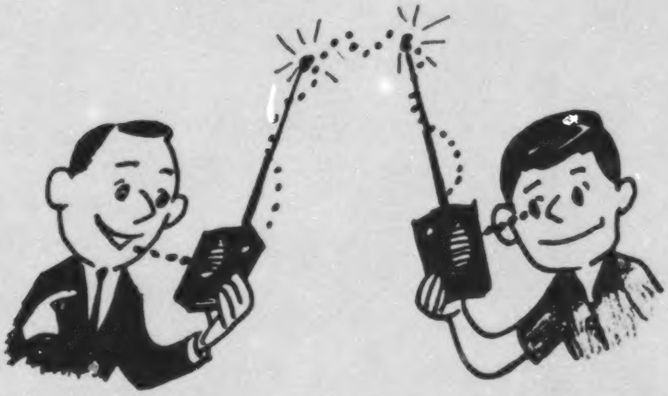
Using a poster with removable bars showing a sad special needs student behind bars is an effective visual aid for demonstrating these barriers. As each barrier is discussed by the presenter, a bar is removed. As the last barrier is eliminated, the sad face may be removed to show a smiling, happy student.



## Barrier 1. Ineffective Communication

Ineffective communication causes many misunderstandings. Administrators should keep concern for students as the highest priority. Red tape and administrative duties tend to keep supervisors, principals, and guidance counselors out of touch with teachers in vocational education. In turn, special needs students are shortchanged.

Effective communication between special education supervisors and vocational directors would improve the learning atmosphere for students. Participation in M-Team meetings provides an excellent opportunity for communication. During this conference, both special education and vocational education personnel have the chance to exchange information. The special educator can provide information concerning the strengths and weaknesses of the special needs student along with the characteristics of the handicapping condition. Knowing the learning styles of the student is crucial for the vocational teacher to determine teaching strategies which may be successful. Attending the M-Team meeting gives vocational personnel the opportunity to present curricular activities for a specific vocational area. Discussion of goals and objectives may determine the student's participation in the vocational class. This two-way communication should prove to be an effective exchange. (Remove a bar.)



GOOD COMMUNICATIONS ARE IMPORTANT

## Barrier 2. Negative Attitudes of School Personnel

Another barrier to Special Student Access to Vocational Education is negative attitudes of school personnel. Some administrators and teachers look at the handicap of the student rather than the whole person. Many times they are afraid of the student and think that teaching this type of student is beyond their capabilities.

Another negative attitude is shown by teachers who do not allow for individual differences. They feel the whole class must do the same thing at the same time and that all must complete the entire vocational curriculum. Once teachers understand the requirements of PL 94-142, they should realize they only need to help the student complete the parts of the curriculum on his/her ability level.

Some administrators do not understand unusual teaching strategies or nontraditional methods. They tend to think teachers will lose control of their classes if instruction is individualized.

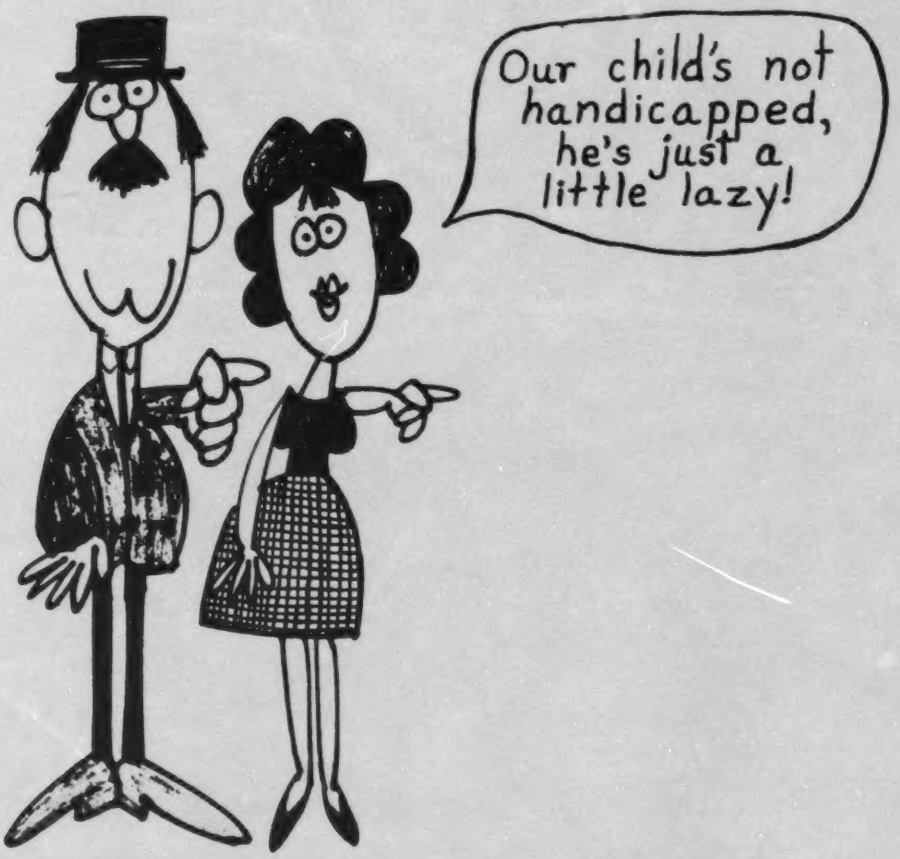
Quite often we are confronted with the negative statement, "Educating the handicapped is a waste of time and money since they'll never benefit society!" Statistics show that less is spent by educating handicapped persons than if they are financially supported the rest of their lives. (Remove another bar.)

## Barrier 3. Lack of Parental Awareness

Many parents are unaware of their rights as set forth in Public Law 94-142. They do not realize that the law covers vocational education. The opportunities provided in vocational education are not understood or deemed necessary by some parents.

Parents often deny a handicapping condition, such as learning disabilities, exists because they are unfamiliar with the characteristics of the handicap. Parents compensate by saying the student is just lazy or like another member of the family who could not learn.

Parents must become aware of the importance of attending M-Team meetings. After all, planning a student's future is a responsibility of parents, students, and educators alike. As educators of special needs students, we must educate parents as well. (Remove bar.)

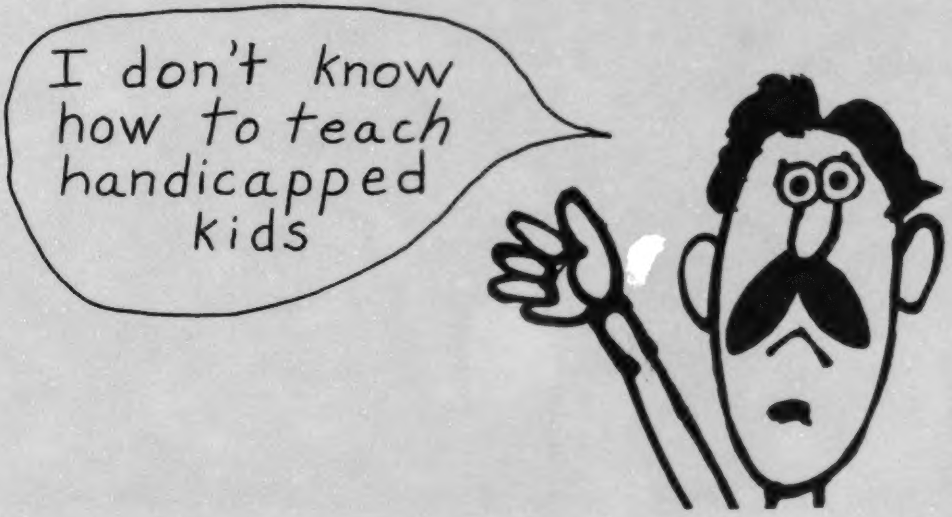

Our child's not handicapped, he's just a little lazy!

## Barrier 4. Lack of Effective Teaching Skills

Fear of the unknown hinders teachers in educating special needs students. Most vocational teachers have had little or no training in dealing with this type of student. Therefore, they are unfamiliar with the characteristics and learning styles of special needs students.

Many vocational teachers insist on teaching all students in the same place, at the same time, and using the same teaching method. They are unaware of alternative methods for teaching nonreaders and other special needs students who experience learning difficulties. This does not allow for individual differences! An understanding of teaching strategies for specific problems is definitely needed.

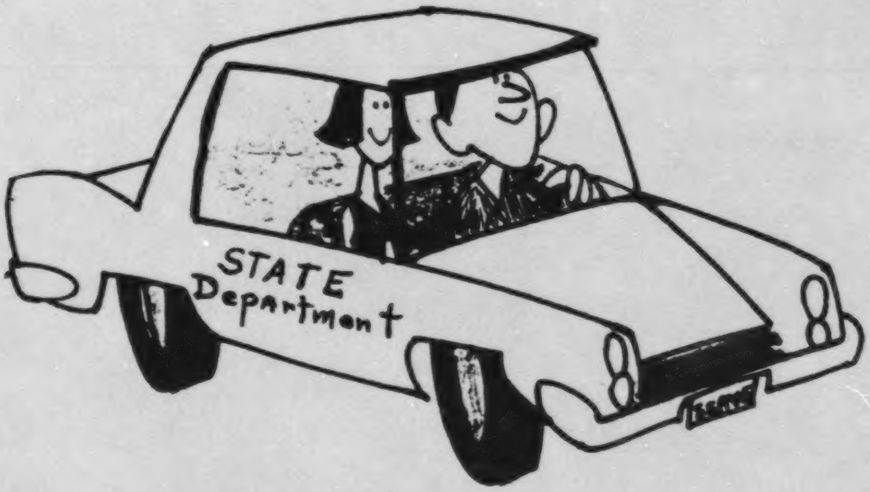
Knowledge of the principles of classroom behavior management is a necessity for teachers having students with behavior difficulties. Using reward systems, time-out, and built-in schedules for allowing the students to progress at their own rate may alleviate some discipline problems. Recognizing differences in development of social behavior, which are characteristic of some handicapping conditions, helps the teacher understand the individual student. The fact remains, however, that vocational teachers and others want and need explanations and techniques for effectively teaching each student according to his/her needs. (Remove another bar.)


I don't know how to teach handicapped kids

## Barrier 5. Lack of Sufficient Monitoring and Follow-Up

Public Law 94-142 mandates a free appropriate public education for all handicapped students; however, without sufficient monitoring and follow-up by supervisory personnel, some school systems do not comply. In some instances, vocational teachers are not included in the M-Team meeting. They are not involved in the development of IEPs but are asked to sign the forms.

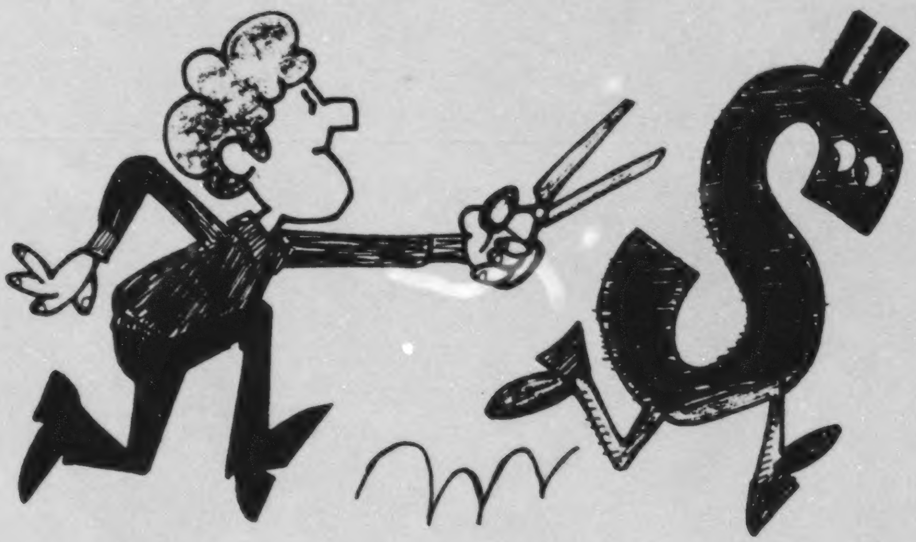
IEPs are intended to be a workable plan of action to be used by the teacher. Many times they are filed and only pulled out when monitors visit. Local supervisors must be responsible for monitoring their teachers to insure that the needs of individual students are being met. Due process hearings may be the only way to impress administrators as to the importance of complying with the law. This barrier must be removed for special needs students. (Remove bar.)



## Barrier 6. Lack of Funds Myth

"If I only had special equipment and brand new materials or the money." How many times have you heard teachers say this? Some of the most meaningful learning experiences have taken place in an ill-equipped classroom with teacher-made materials and a good teacher. A good teacher can teach most special needs students if the obstacles to learning are resolved. Lack of funds is not necessarily an obstacle to learning.

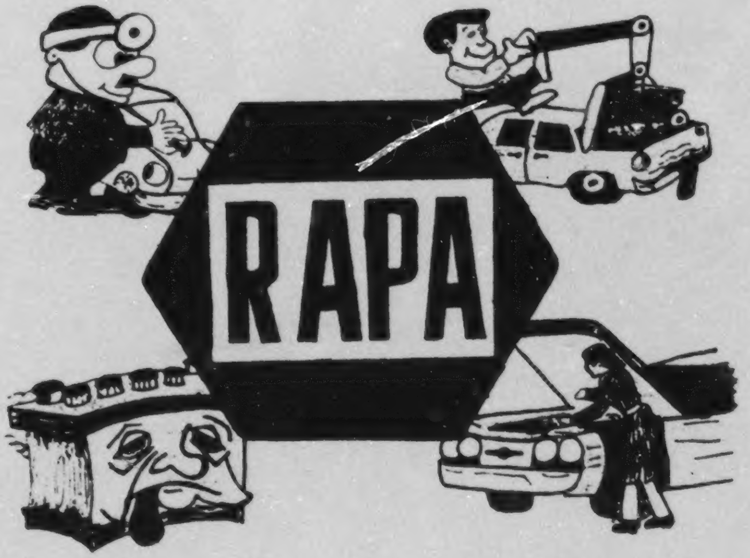
Creativity on the part of the teacher and understanding support from administrators may promote learning in spite of lack of funds. If as much energy were spent on being creative as is spent complaining about a lack of funds, the students would benefit. (Remove last bar.)



## Barrier 7. Misconceptions of Vocational Education

The idea that vocational education is for those students who can't read, write, or perform in academics is one of the most damaging misconceptions. This is the old "dumping ground" theory that if students can't learn, give them something to do with their hands. Vocational education doesn't involve just hands-on activities. It is a broad area for which courses may have science and math prerequisites for successful training.

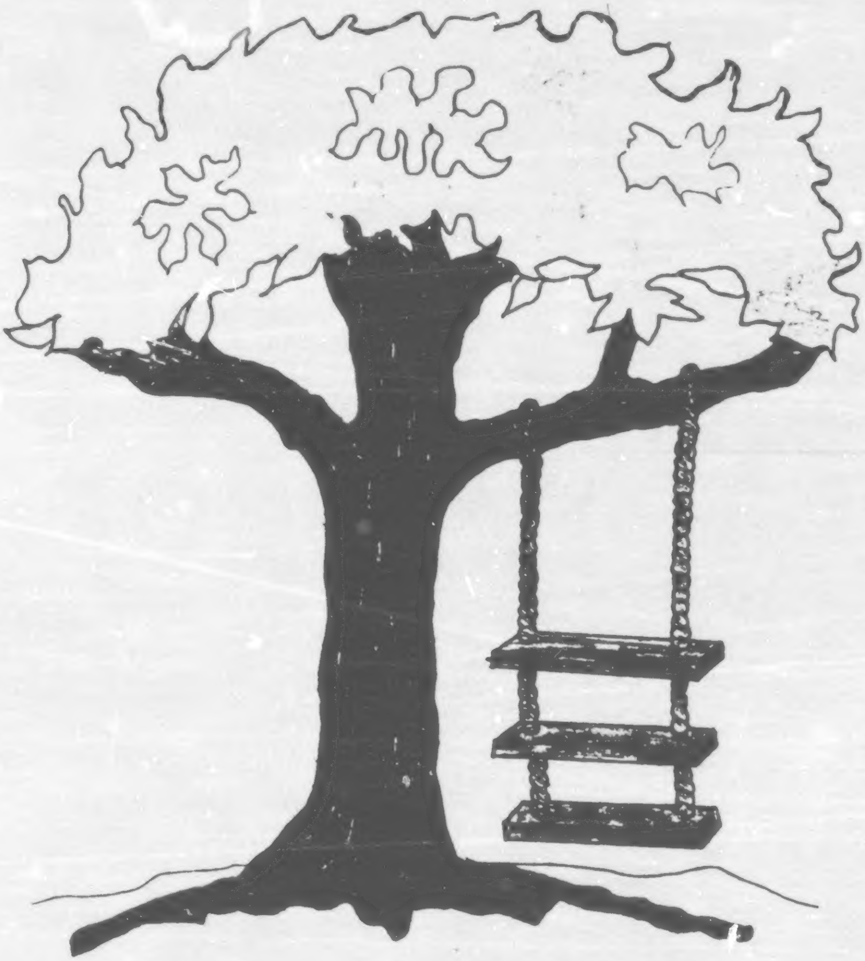
Vocational teachers have the misconception that if they individualize for lower job entry skill levels, they are lowering their standards. This just isn't so! For example, everyone in an auto mechanics class is not trained to be a certified mechanic. Service station attendants are also needed in the occupational world. (Remove sad face.)



## Activity 7: "Administrator/Counselor Workshop Wind-Up"

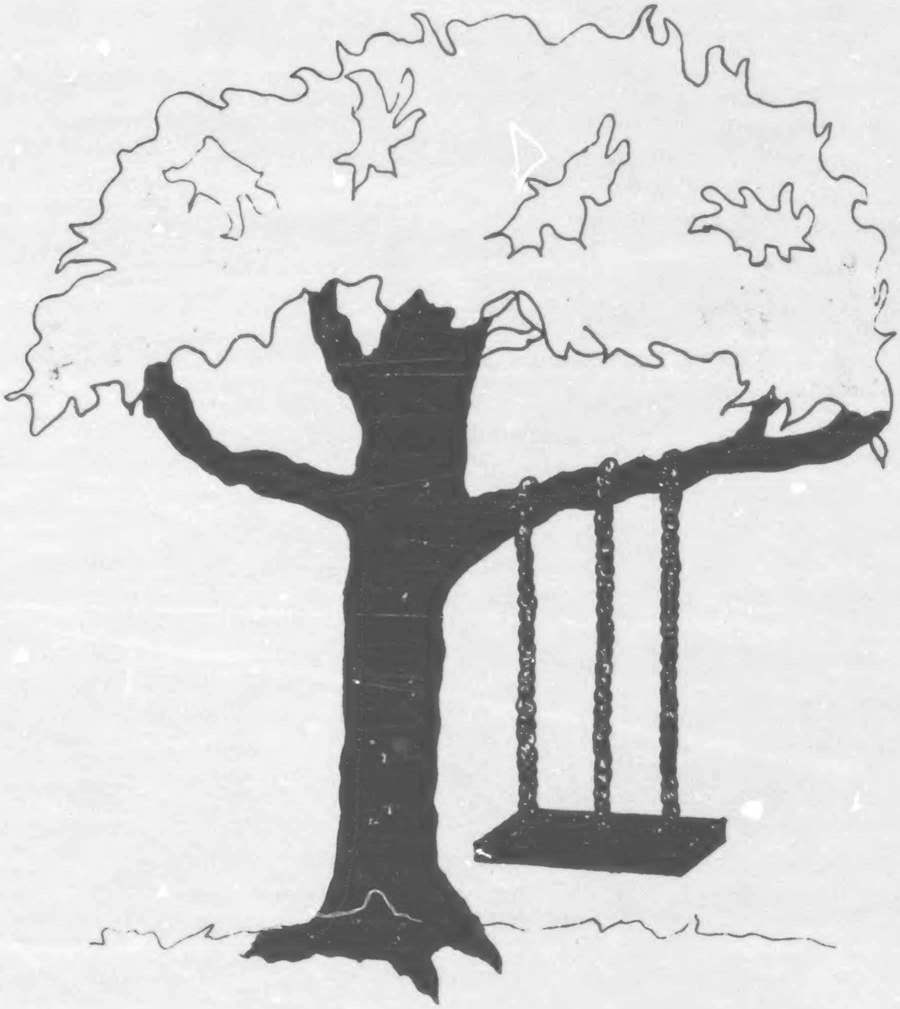
During the inservice training sessions, one of the main points to be stressed is communication. A failure to communicate following the chain of command from students through the board of education is best demonstrated by the following presentation using transparencies (TM-15 through TM-20, see Appendix D). Introduce the first transparency with:

> "The students wanted some new playground equipment, so they informed their teachers that they wanted a new swing. Being understanding and innovative, here's how the teachers requested it!"



AS TEACHERS REQUESTED IT

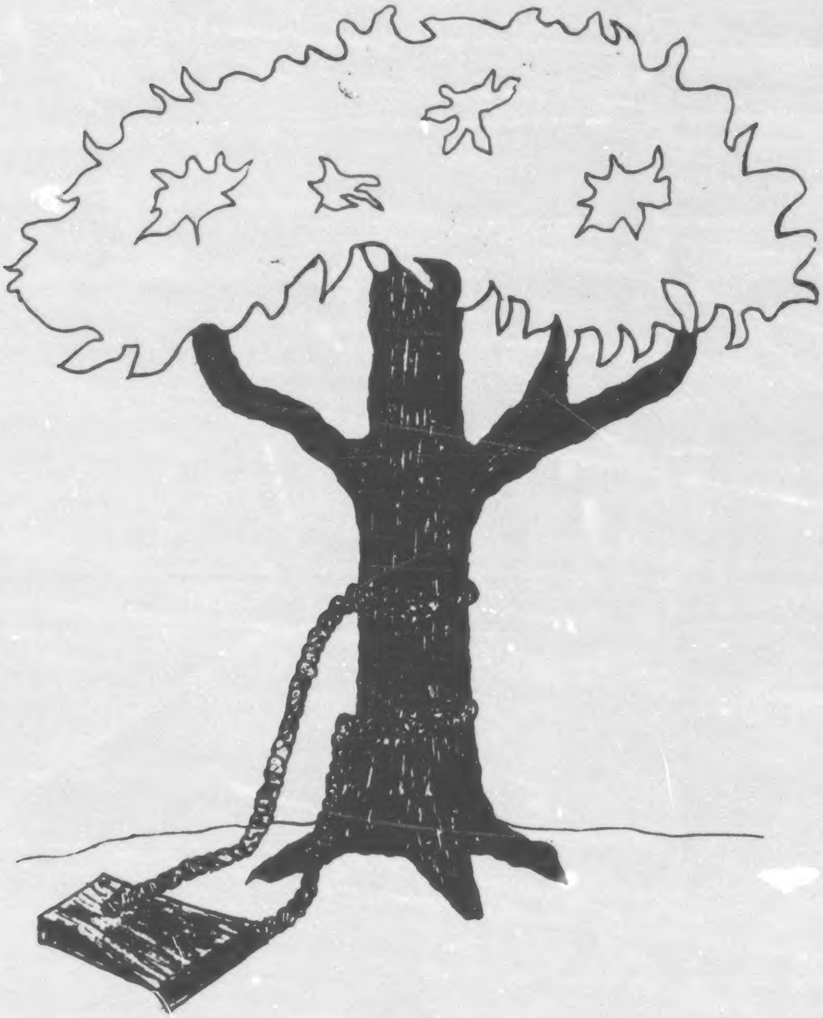
"Naturally, anything teachers want must be approved by the principal. Most principals deem it necessary to adapt or modify a request in some way, so here's how the principal ordered it!"



AS PRINCIPALS ORDERED IT

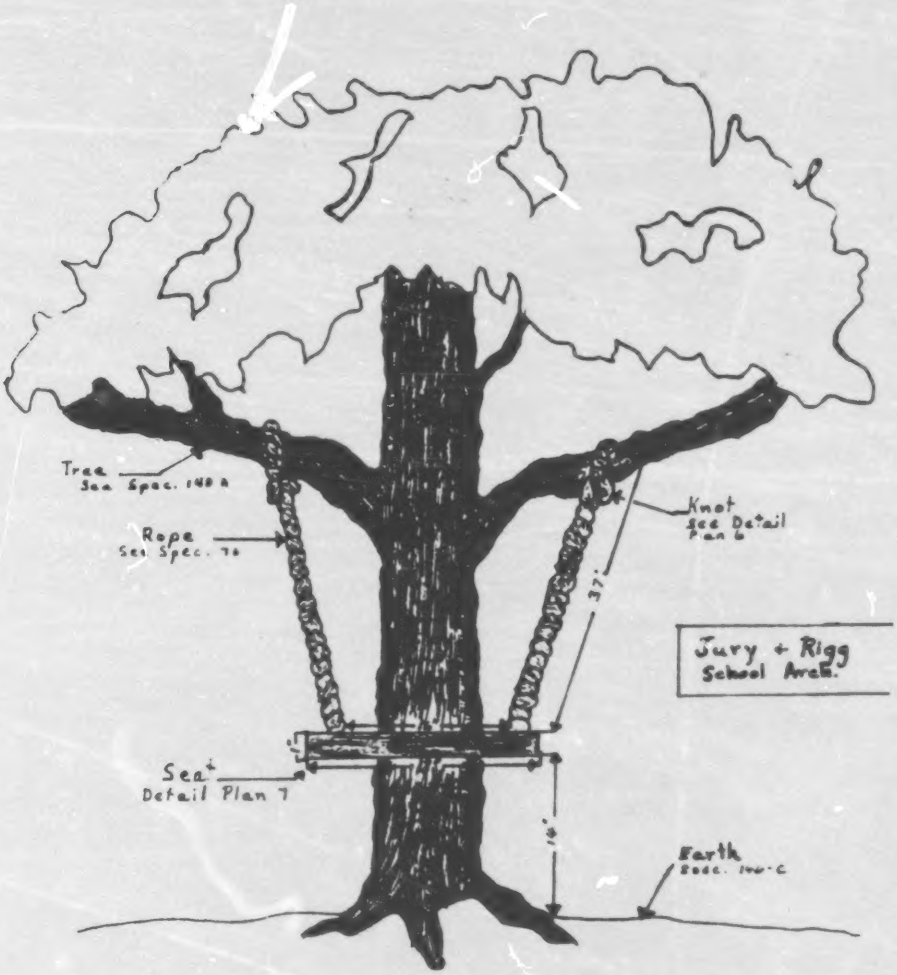
"The request is next communicated to...you got it...the Central Office! By the time anything gets to the Central Office, it needs to be redone. Here's the way they designed it!" .

(Be sure to pause after this transparency because most of the participants will identify with these procedures.)



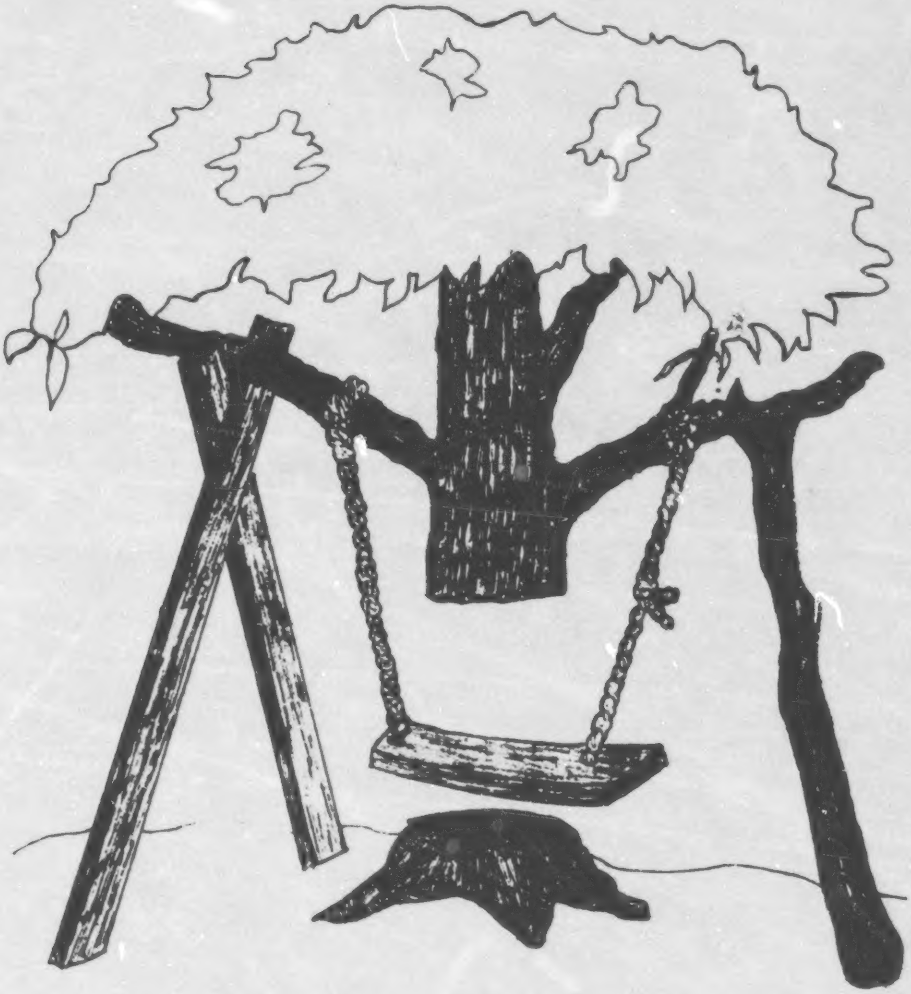
AS CENTRAL OFFICE DESIGNED IT

"Anything designed by the Central Office most definitely proceeds to the Board of Education. I don't think they've left anything as is for years. They hired some architects (Jury & Rigg) to go over the plan. I'm sure you'll appreciate this new design. Here's how the Board approved it! Note the intricate detail!"


Tree
See Spec. 140 A
Rope
See Spec. 76
Knot
See Detail
Plan 6
37'
Jury + Rigg
School Arch.
1'
Seat
Detail Plan 7
14'
Earth
Spec. 140-C

AS BOARD OF EDUCATION APPROVED IT

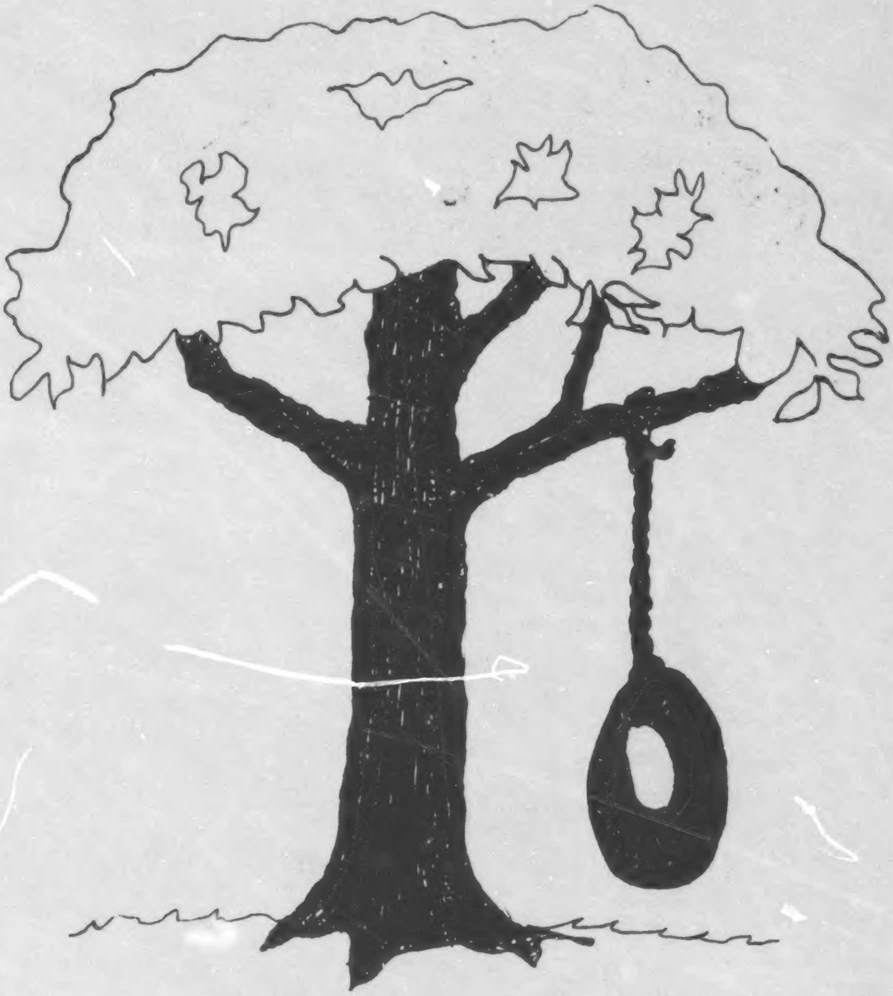
"After the order comes, guess who the experts are to help out? Right! Every school system seems to have an outstanding maintenance crew. You're going to love this one! Here's how maintenance installed it!"



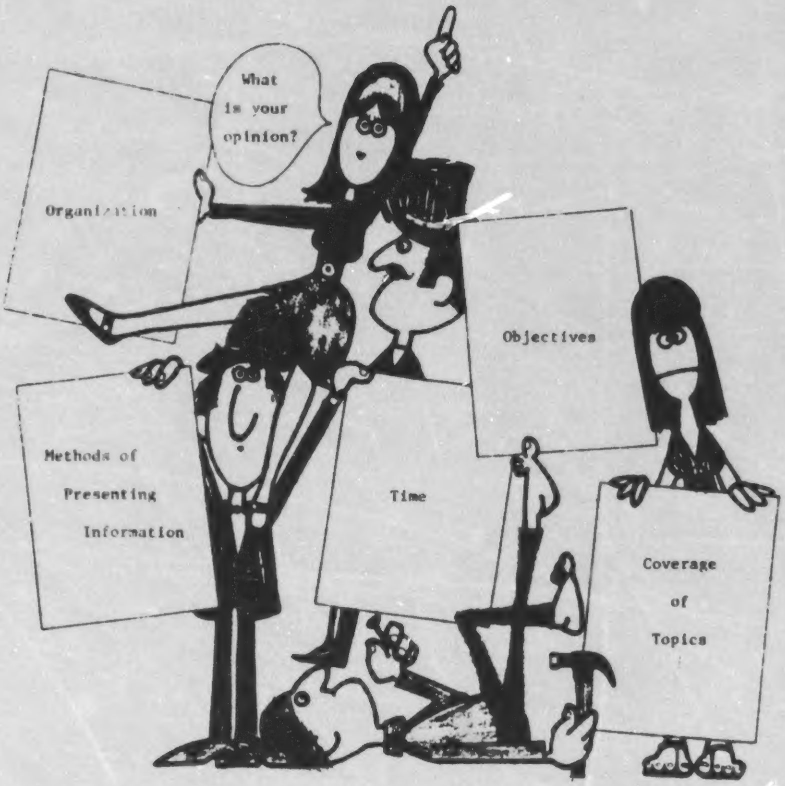
AS MAINTENANCE INSTALLED IT

"Our communications gap certainly is evident because here is what the students wanted!"

(This presentation is a great way to end an inservice training session by emphasizing an important point and having the participants leave on a humerous note.)



WHAT THE STUDENTS WANTED


What is your opinion?
Organization
Objectives
Methods of Presenting Information
Time
Coverage of Topics

## Workshop Evaluation

Evaluation of a workshop or other type of training session can provide valuable information for planning future inservice training. In addition to identifying the strong parts of the session, the evaluation can help locate possible weak parts that need improvement. The following form ("Administrators' Workshop Evaluation") is a sample evaluation that can be used at the end of the formal inservice training session. The first section is intended for use as a quick, objective assessment of the session, and the second part of the form has room for subjective comments. Not only is it an easy form for the participants to complete, but the information can be quickly assessed by the presenters.

## Administrators' Workshop Evaluation

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Excellent | | | | | | Poor |
| 1. | The organization of the workshop was | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | | Clearly Evident | | | | | | Vague |
| 2. | The objectives of the workshop were | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | | Excellent | | | | | | Poor |
| 3. | The methods of presenting information in the workshop were | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | | Clear and Adequate | | | | | | Vague and Inadequate |
| 4. | The coverage of topics was | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | | Very Beneficial | | | | | | No Benefit |
| 5. | My attendance at this workshop should prove to be | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | | Very Adequate | | | | | | Inadequate |
| 6. | The effectiveness of the workshop in motivating me to improve vocational education for special needs students in my school was | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | | Very Adequate | | | | | | Inadequate |
| 7. | The effectiveness of the workshop in giving insight into handicapping conditions was | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | | Very Adequate | | | | | | Inadequate |
| 8. | The effectiveness of the workshop in improving my perceptions of providing vocational education activities for special needs students was | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

After participating in this workshop, do you feel that the time is adequate to develop the skills and knowledge for implementing vocational education programs for special needs students?

YES NO

If no, how many hours of inservice training do you feel are necessary to adequately develop the skills needed by administrators?

____________________

With which topics presented in the workshop do you now feel most comfortable? Place a (+) mark by the ones with which you feel most comfortable and place a (-) by the ones with which you feel least comfortable.

__________ Awareness and identification of handicapping conditions

__________ PL 94-142 and its requirements

__________ IEP implementation

__________ Mainstreaming

__________ Evaluation of vocational programs for special needs students

__________ Inservice training related to special needs students in vocational education programs

Do you feel that this type of workshop should be given to all administrators in public school settings?

YES NO

List briefly other types of information you would like to have related to assisting vocational placement and education of special needs students.

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Tennessee State Board of Education. Rules, regulations, and minimum standards--Supplement (1982-1983). Nashville, TN: Author, 1982.

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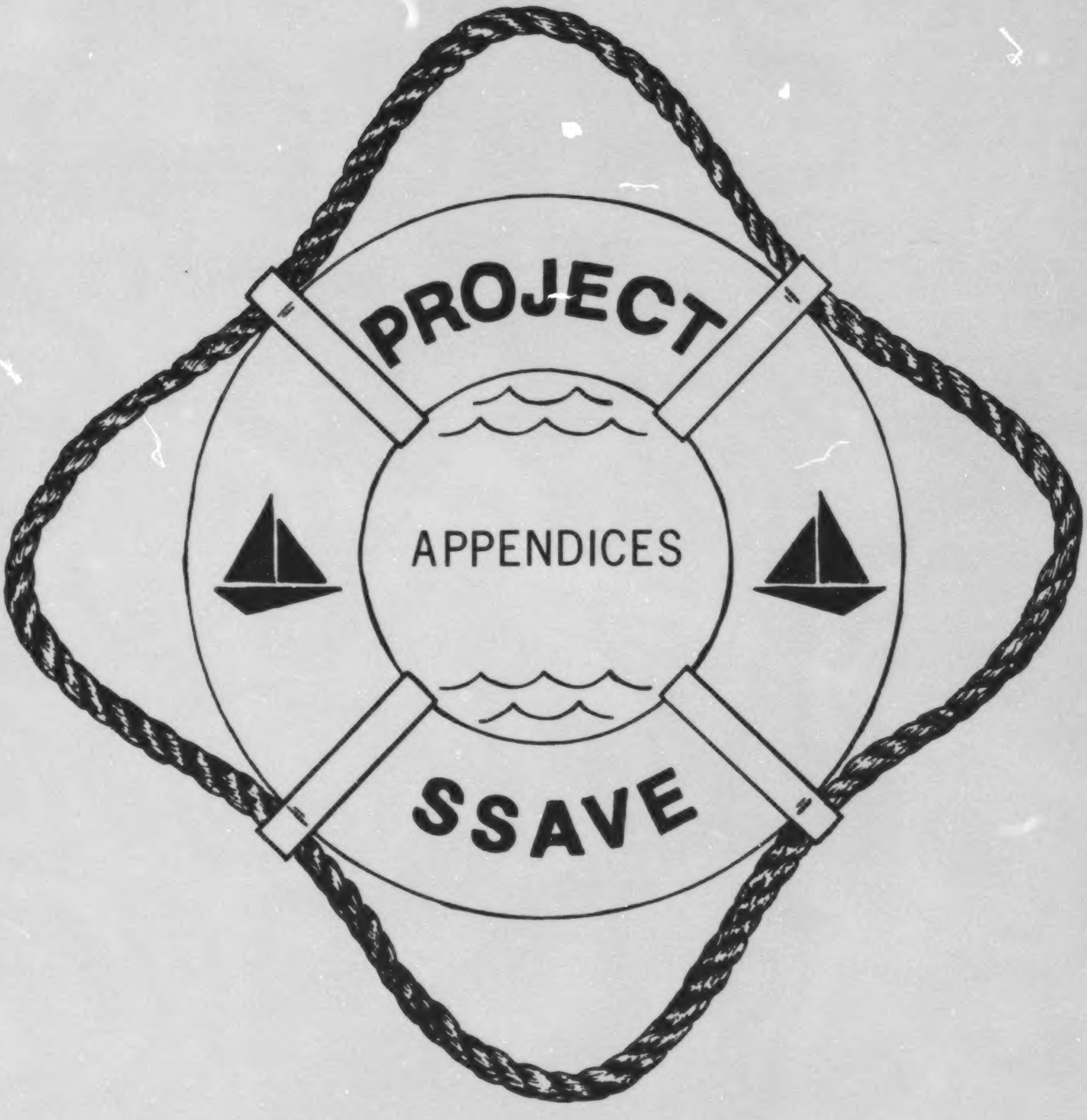
PROJECT
APPENDICES
SSAVE

# IV. APPENDICES

# APPENDIX A

## Review Team Members

Dr. William G. Aiken, 1980-81, Vocational-Technical Specialist, State Department

Margaret Allison, 1982-83, Special Education Parent

Sandra Crouch, 1980-83, Vocational-Technical Teacher

Helen Derrick, 1980-81, Special Education Teacher

Rudolph Donoho, 1982-83, Vocational Director

Verdice Duff, 1981-83, Special Education Teacher

Marc Durley, 1980-82, Special Education Teacher

Clark Graham, 1980-83, Placement Coordinator

Onelia Maxwell, 1980-82, Special Education Parent

Sam McClanahan, 1981-83, Handicapped Specialist, State Department

Ed Newkirk, 1980-82, Industrial Representative

Marie Ottinger, 1981-83, Special Education Specialist, State Department

Margaret Pearson, 1980-81, Special Education Specialist, State Department

Wayne Sells, 1980-83, School Board Member

Jim Shock, 1980-83, Industrial Representative

Jack Smith, 1980-83, Trade and Industrial Education Specialist, State Department

Jack Tullock, 1980-81, Special Education Specialist, State Department

Jerry Weaver, 1981-82, Head Trade and Industrial Specialist, State Department

Willie Williams, 1982-83, Trade and Industrial Teacher

Dr. Jill Wright, 1982-83, University Representative

## APPENDIX B

### Teacher Cadre

Charles E. Bowman, Electricity/Electronics, Putnam County Vocational Center

Gerald Burnette, Drafting, Tri-County Vocational School

Gerald Byrd, Auto Mechanics, York Institute

Roger Copeland, Electricity/Electronics, York Institute

Craig Dunn, General Building Trades, York Institute

James Evins, Machine Shop, Tri-County Vocational School

Perry Kirby, Sr., Automotive Industries, Tri-County Vocational School

Hazel Leslie, Health Occupations, Tri-County Vocational School

Jerry McCarter, Auto Mechanics, Putnam County Vocational Center

Troy Phillips, Building Trades, Upperman High School

Bascum Swack, Building Trades, Monterey High School

James Swack, Woodworking, Cookeville High School

James Whitaker, General Building Trades, Tri-County Vocational School

James D. Wiley, General Metals, York Institute

Willie Williams, Small Engine Repair, York Institute

The above teachers were in the original Project SSAVE pilot group of teachers involved in the initial development of the enclosed content and methods in this Inservice Training Guide. Literally hundreds of other teachers and administrative vocational-technical personnel across the state contributed to this end product.

# APPENDIX C

## State Department of Education and University Personnel

### State Department of Education - Nashville

Commissioner - Robert McElrath
Assistant Commissioner - Warner Dickerson
Assistant Commissioner - Wanda Moody
Program Specialist - Bill Aiken
Program Specialist - Sam McClanahan

### Regional State Department of Education

#### East Tennessee - Knoxville

Vocational Education - Max Edwards
Vocational Education - Juanita Lutz
Right to Education - Ann Johnson
Right to Education - Marie Ottinger

#### Middle Tennessee - Nashville

Vocational Education - Anthony Taglavore
Vocational Education - Jean Sharp
Right to Education - Priscilla Enters
Right to Education - Bob Blair

#### West Tennessee - Jackson

Vocational Education - Henry Williams
Vocational Education - T. V. Jordan

### District State Department of Education

#### First Tennessee - Johnson City

Director - Vaughn Chambers
Secondary Education - Betty Hankins
Special Populations - Alan McDowell
District Vocational Coordinator - Leo Hogan

## East Tennessee - Knoxville

Director - Katherine Lasater
Secondary Education - Charles Billips
Special Populations - Ross Parman
District Vocational Coordinator - Katherine Greenwood

## Southest Tennessee - Cleveland

Director - Charles Bates
Secondary Education - Doug Little
Special Populations - Larry Chapman
District Vocational Coordinator - Carl Adams

## Upper Cumberland - Cookeville

Director - J. Bentley Rawden
Secondary Education - Collie Jared
Special Populations - Sammy Cornwell
District Vocational Coordinator - Jack Smith

## Mid-Cumberland - Nashville

Director - Susan Hudson
Secondary Education - Herb Murphy
Special Populations - Paul Homes
District Vocational Coordinator - William Coley

## South Central - Columbia

Director - Porter King
Secondary Education - Carl Owen
Special Populations - Leanne Tatum
District Vocational Coordinator - Ed Kobeck

## Northwest Tennessee - Martin

Director - Mike Barker
Secondary Education - Betty Wheat
Special Populations - Gloria Thomason
District Vocational Coordinator - Ralph Barnett

Southwest Tennessee - Jackson

Director - Ernest Murdaugh

Secondary Education - Danny Johnson

Special Populations - June Perrigan

District Vocational Coordinator - Gilbert Harrison

Memphis Delta - Memphis

Director - Jim McKee

Secondary Education - Elizabeth Smith

Special Populations - Rosie Porter

District Vocational Coordinator - Joe Casteel

## University Personnel

Austin Peay State University
Clarksville, TN 37040

Department of Industrial Technology
Dr. James R. Vinson, Chairman
615/648-7555

Department of Special Education
Dr. Morrison Garey, Chairman
615/648-7511

East Tennessee State University
Johnson City, TN 37614

School of Applied Science and Technology
Department of Industrial Technology
Dr. John E. Falls
615/929-4234, 4310

Department of Special Education
Dr. Wesley Brown
615/929-4439

Memphis State University
Memphis, TN 38152

Herff College of Engineering
Department of Engineering Technology
Trade and Industrial Technology
Dr. Edward G. Mann
901/454-2227

Department of Special Education and Rehabilitation
Dr. William M. Jenkins, Chairman
901/454-2771

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Murfreesboro, TN 37132

School of Basic and Applied Science
Industrial Studies Department
Dr. James Lorenz
615/898-2781

Department of Elementary and Special Education
Dr. Bill Center
615/898-2718

Southern College
Collegedale, TN 37315

Industrial Education Department
615/396-4294

Special Education Department
Dr. Desmond Rice
615/396-4263

Tennessee State University
Nashville, TN 37203

School of Engineering and Technology
Department of Industrial Arts and Technology
Dr. William S. Merriman
615/320-3287

Department of Special Education
Marge Irving
615/251-1540

Tennessee Technological University
College of Education
Cookeville, TN 38501

Department of Secondary Education and Foundations
Trade and Industrial Arts Certification
Dr. Harry T. Smith, Program Supervisor
615/528-3207

Department of Education Psychology and Counselor Education
Special Education Teacher Training Program
Dr. Rhonda Folio
615/528-3551

The University of Tennessee
College of Education
Knoxville, TN 37916

Department of Vocational-Technical Education
128 Henson Hall
Dr. Gregory C. Petty
615/974-2574

Department of Special Education and Rehabilitation
Dr. Roger Frye
615/974-2321

# APPENDIX D

## Transparency Masters

| | |
|---|---|
| TM-1 | Main Points Of PL 94-142 |
| TM-2 | |
| TM-3 | |
| TM-4 | |
| TM-5 | |
| TM-6 | |
| TM-7 | Vocational Ladders Of Success |
| TM-8 | |
| TM-9 | Cooking Up The M-Team |
| TM-10 | IEP PIE |
| TM-11 | Bear Facts Of Inservice Training |
| TM-12 | |
| TM-13 | |
| TM-14 | |
| TM-15 | Administrator/Counselor Workshop Wind-Up |
| TM-16 | |
| TM-17 | |
| TM-18 | |
| TM-19 | |
| TM-20 | |

# P.L. 94-142

# IT'S THE LAW

# PL 94-142 THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

## HANDICAPPED CHILDREN ARE DEFINED AS:

1. MENTALLY RETARDED
2. HARD OF HEARING/DEAF
3. SPEECH IMPAIRED
4. VISUALLY HANDICAPPED
5. SERIOUSLY EMOTIONALLY DISTURBED
6. ORTHOPEDICALLY IMPAIRED OR OTHER HEALTH IMPAIRED
7. CHILDREN WITH SPECIFIC LEARNING DISABILITIES

## SPECIAL EDUCATION

THE ACT DEFINES SPECIAL EDUCATION TO MEAN:

SPECIALLY DESIGNED INSTRUCTION

THIS MAY INCLUDE PLACEMENT IN:

A SPECIAL CLASS

SPECIAL PROGRAM DESIGNED TO BE CARRIED OUT IN A REGULAR CLASS

HOME INSTRUCTION

SPECIAL TRAINING IN PHYSICAL EDUCATION

HOSPITALS

STATE SCHOOLS OR INSTITUTIONS

## INDIVIDUALIZED EDUCATION PLAN OR IEP

A WRITTEN STATEMENT THAT SPECIFIES INSTRUCTIONAL OBJECTIVES AND WHAT SPECIAL SERVICES WILL BE PROVIDED TO THE CHILD

THE LAW DEFINES AN INDIVIDUALIZED EDUCATION PLAN AS A WRITTEN STATEMENT THAT SPECIFIES INSTRUCTIONAL OBJECTIVES AND INDICATES WHAT SPECIAL EDUCATION AND RELATED SERVICES WILL BE PROVIDED TO THE CHILD.

EACH PLAN MUST ALSO INDICATE THE CHILD'S PRESENT LEVEL OF FUNCTIONING, AND INCLUDE A STATEMENT OF ANNUAL GOALS.

EDUCATORS, PARENTS, AND, WHENEVER APPROPRIATE, THE CHILD MUST PARTICIPATE IN DEVELOPING THE IEP.

IEPs MUST BE REVIEWED AT LEAST ANNUALLY, BUT PROGRESS SHOULD BE ASSESSED AS OFTEN AS NECESSARY TO DETERMINE WHETHER INSTRUCTIONAL OBJECTIVES ARE BEING ACHIEVED.

## LEAST RESTRICTIVE ENVIRONMENT

PROCEDURES MUST ASSURE, TO THE MAXIMUM EXTENT APPROPRIATE, THAT HANDICAPPED CHILDREN ARE EDUCATED WITH CHILDREN WHO ARE NOT HANDICAPPED, AND THAT SPECIAL CLASSES, SEPARATE SCHOOLING, OR OTHER REMOVAL OF HANDICAPPED CHILDREN FROM THE REGULAR EDUCATIONAL ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE HANDICAP IS SUCH THAT EDUCATION IN REGULAR CLASSES WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED SATISFACTORILY.

## PARENTS' RIGHTS UNDER PL 94-142

PARENTS OR GUARDIANS MUST RECEIVE A WRITTEN NOTICE IN THEIR NATIVE LANGUAGE PRIOR TO ANY PROPOSED CHANGE REGARDING THE IDENTIFICATION, EVALUATION, OR EDUCATIONAL PLACEMENT OF THEIR CHILD.

IF PARENTS ARE NOT SATISFIED THAT A FREE APPROPRIATE EDUCATION IS BEING PROVIDED TO THEIR CHILD, THEY HAVE THE RIGHT TO AN IMPARTIAL DUE PROCESS HEARING. DISAGREEMENTS REGARDING IDENTIFICATION, EVALUATION, AND EDUCATIONAL PLACEMENT MAY ALSO BE RESOLVED AT A DUE PROCESS HEARING.

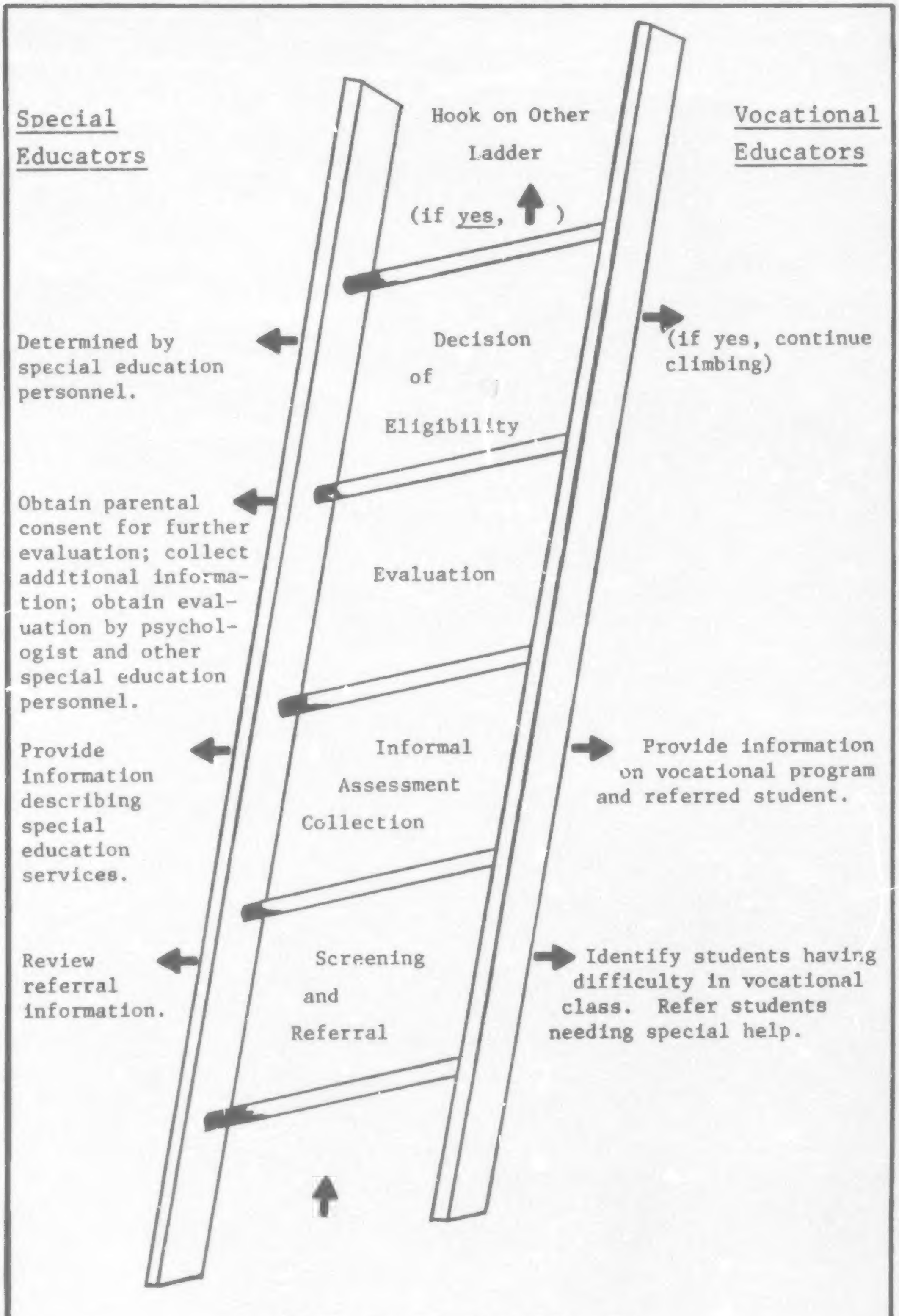
TO GUARANTEE IMPARTIALITY, HEARINGS MUST BE CONDUCTED BY SOMEONE NOT EMPLOYED BY OR OTHERWISE INVOLVED WITH THE AGENCY RESPONSIBLE FOR THE EDUCATION OR CARE OF THE CHILD.

ANY PARTY TO ANY HEARING HAS THE RIGHT TO BE ACCOMPANIED AND ADVISED BY COUNSEL AND BY INDIVIDUALS WITH SPECIAL KNOWLEDGE OR TRAINING WITH RESPECT TO THE PROBLEMS OF THE HANDICAPPED CHILD

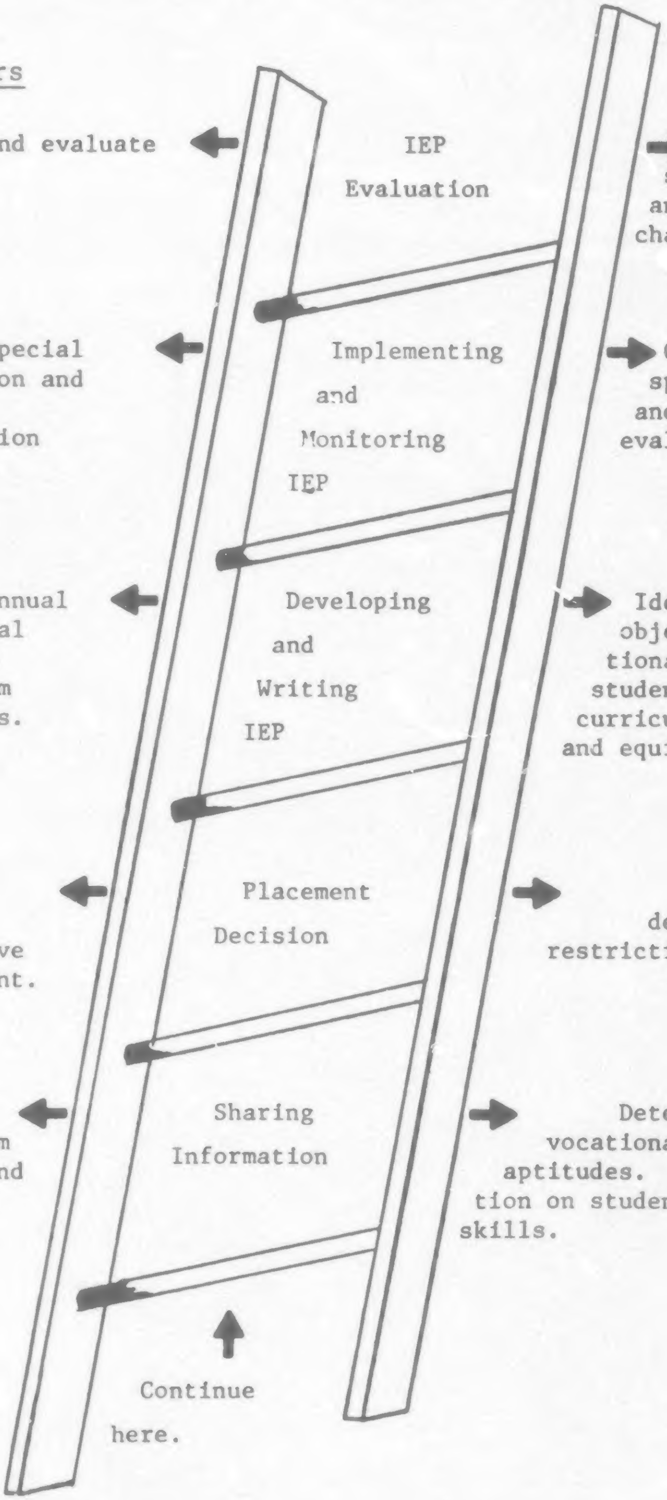
A WRITTEN OR TAPE RECORDED VERBATIM RECORD OF THE HEARING SHALL BE AVAILABLE TO ANYONE INVOLVED.

THEREFORE, THE LAW REQUIRES EACH STATE TO DEVELOP AND IMPLEMENT A COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT THAT INCLUDES THE PRESERVICE AND INSERVICE TRAINING OF GENERAL AND SPECIAL EDUCATION INSTRUCTIONAL AND SUPPORT PERSONNEL.

THE LOCAL EDUCATION AGENCY, STATE EDUCATION AGENCY, AND THE U.S. COMMISSIONER OF EDUCATION ALL HAVE SPECIFIED ADMINISTRATIVE RESPONSIBILITIES.


Special Educators
Hook on Other Ladder
(if yes, ↑)
Vocational Educators
Determined by special education personnel.
Decision of Eligibility
(if yes, continue climbing)
Obtain parental consent for further evaluation; collect additional information; obtain evaluation by psychologist and other special education personnel.
Evaluation
Provide information describing special education services.
Informal Assessment Collection
Provide information on vocational program and referred student.
Review referral information.
Screening and Referral
Identify students having difficulty in vocational class. Refer students needing special help.

Climbing to Vocational Success


IEP Evaluation
Implementing and Monitoring IEP
Developing and Writing IEP
Placement Decision
Sharing Information
Continue here.

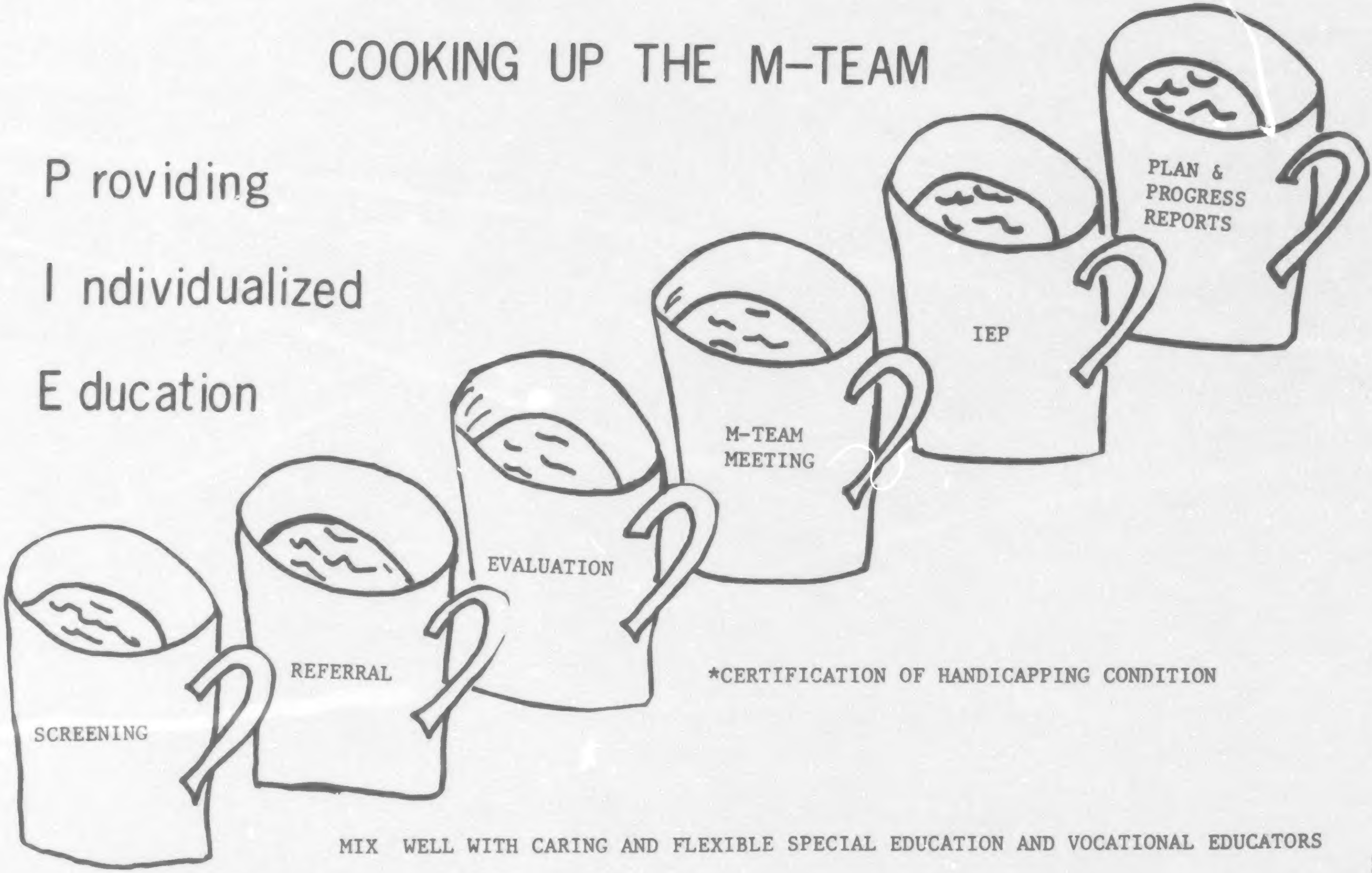
| Special Educators | | Vocational Educators |
|---|---|---|
| Monitor and evaluate IEP. | IEP Evaluation | Report student progress and recommend changes in IEP. |
| Provide special instruction and support consultation services. | Implementing and Monitoring IEP | Communicate with special educators and implement and evaluate IEP. |
| Develop annual educational goals and short-term objectives. | Developing and Writing IEP | Identify goals and objectives in vocational are for the student. Modify curriculum, materials, and equipment. |
| Identify least restrictive environment. | Placement Decision | Assist in determining least restrictive environment. |
| Arrange for M-Team meeting and conduct. | Sharing Information | Determine student's vocational interests and aptitudes. Review information on student's basic skills. |

# COOKING UP THE M-TEAM

P roviding

I ndividualized

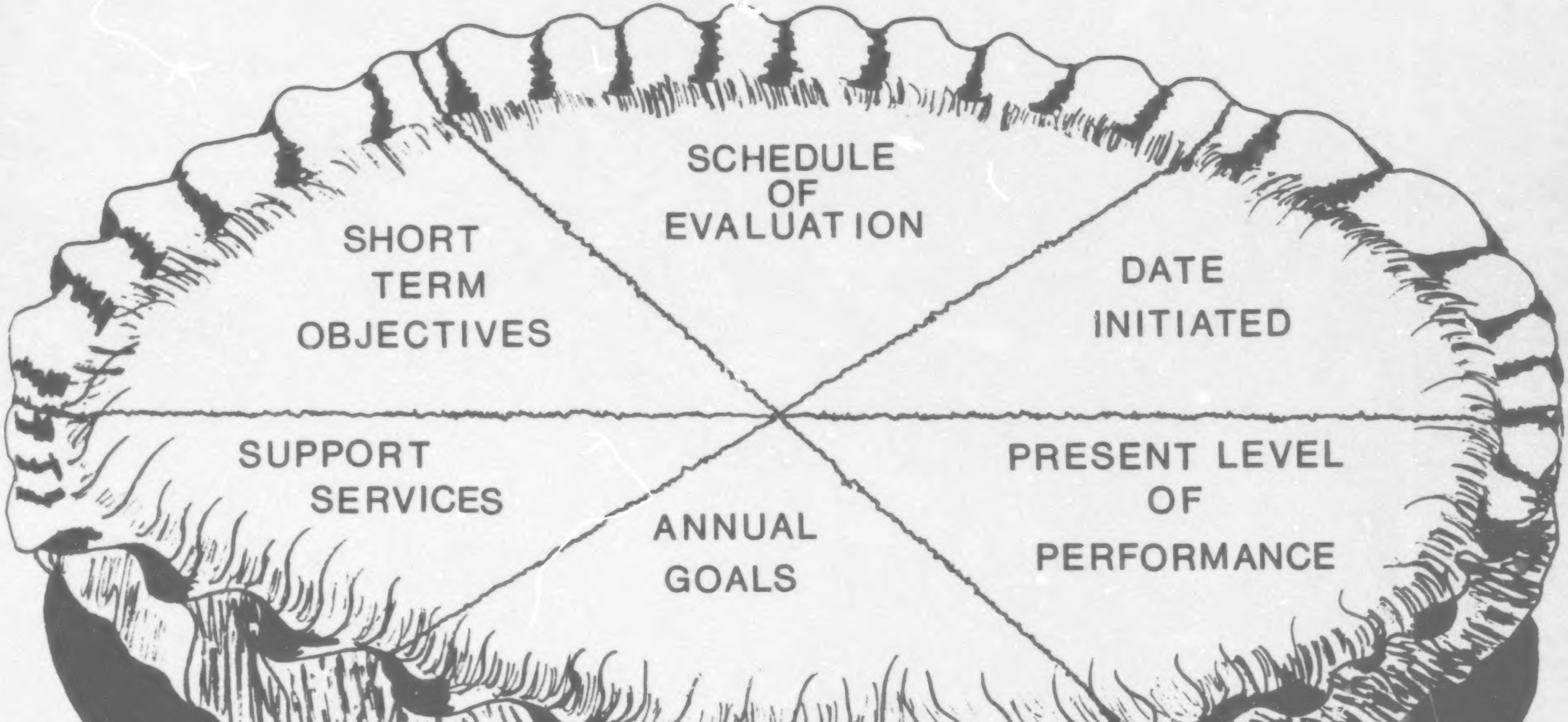
E ducation

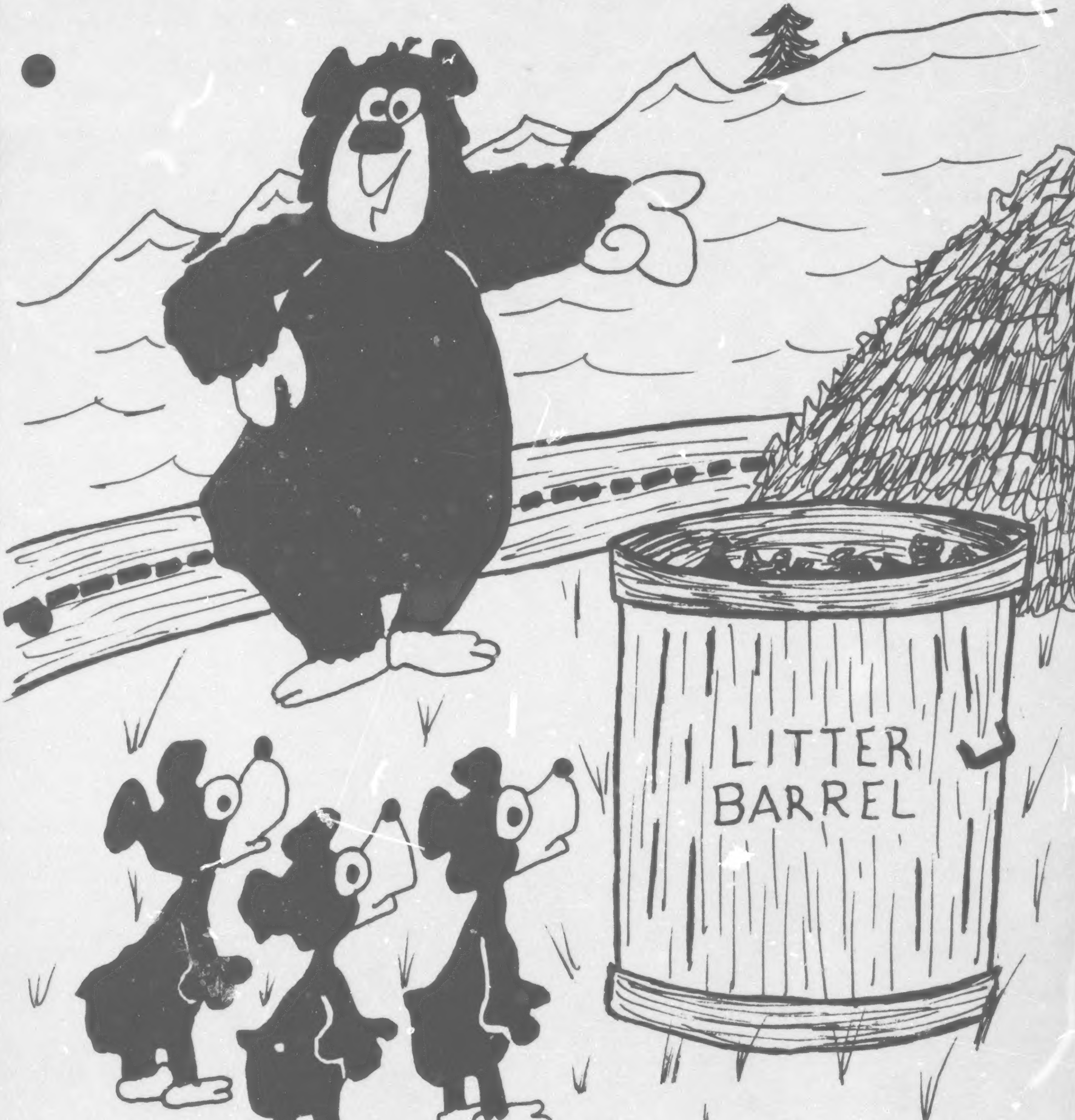

SCREENING
REFERRAL
EVALUATION
M-TEAM
MEETING
IEP
PLAN &
PROGRESS
REPORTS

*CERTIFICATION OF HANDICAPPING CONDITION

MIX WELL WITH CARING AND FLEXIBLE SPECIAL EDUCATION AND VOCATIONAL EDUCATORS

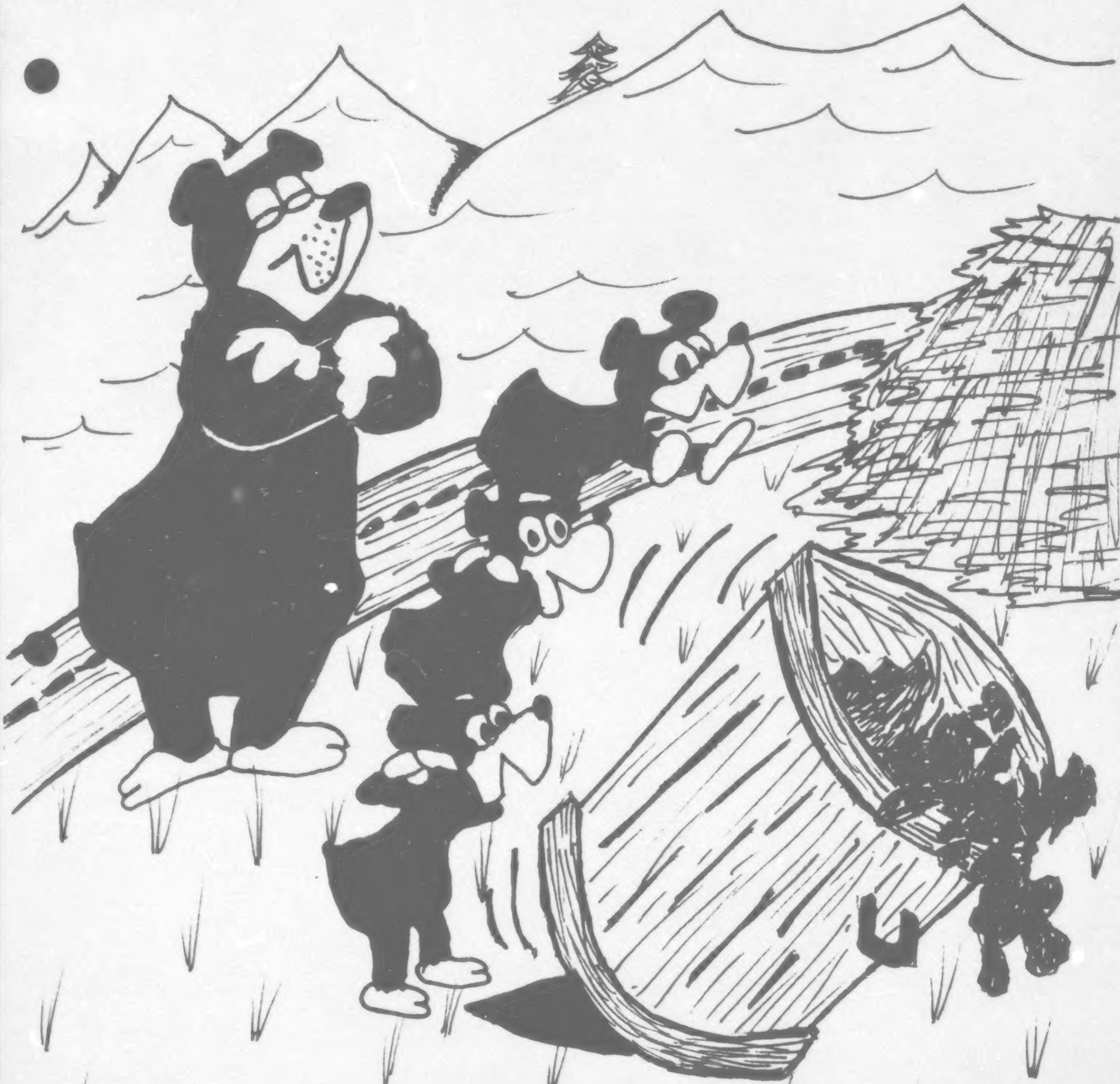
# IEP PIE


SCHEDULE OF EVALUATION
SHORT TERM OBJECTIVES
DATE INITIATED
SUPPORT SERVICES
PRESENT LEVEL OF PERFORMANCE
ANNUAL GOALS

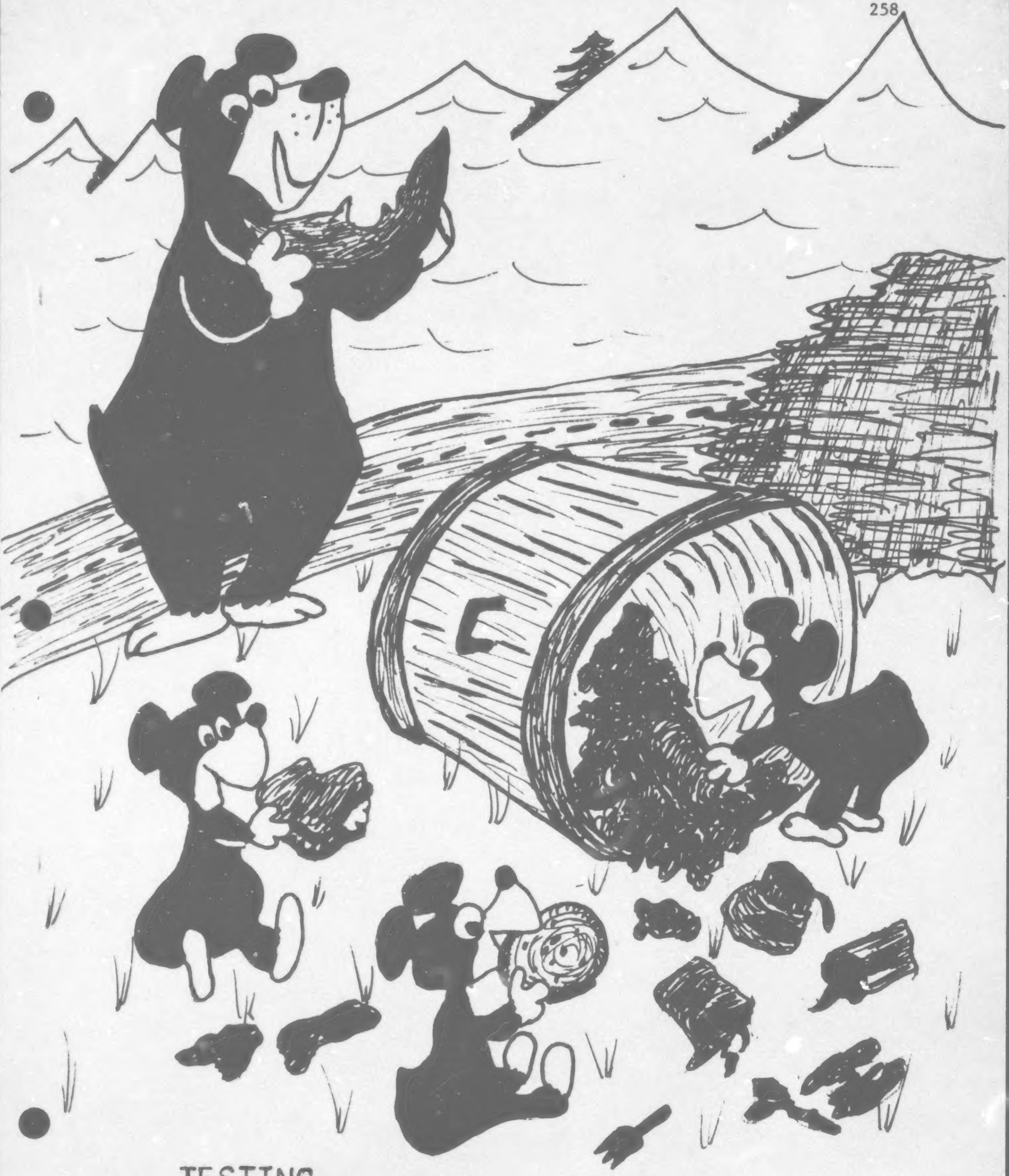

LITTER BARREL

PREPARATION

## PRESENTATION

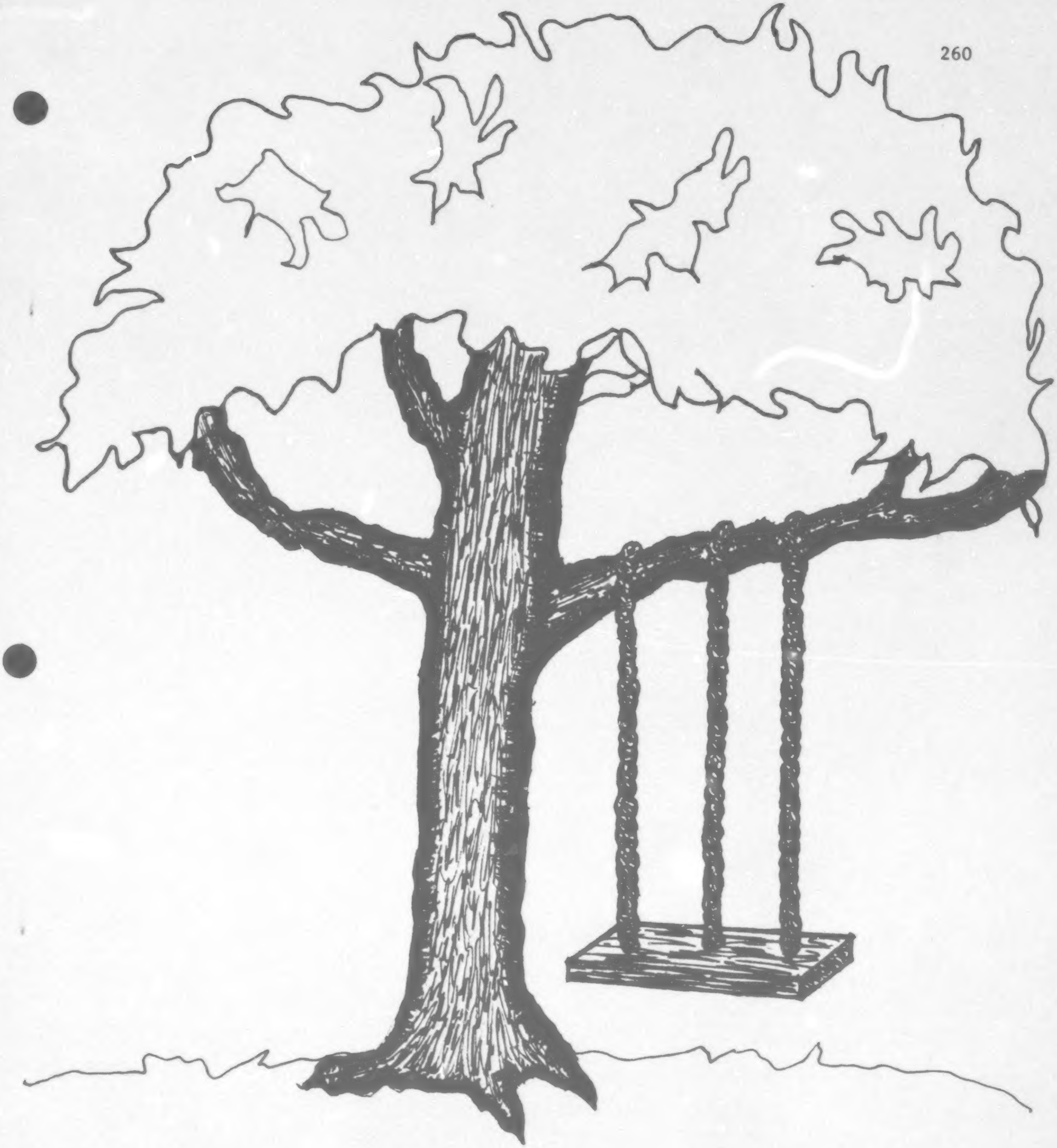


APPLICATION

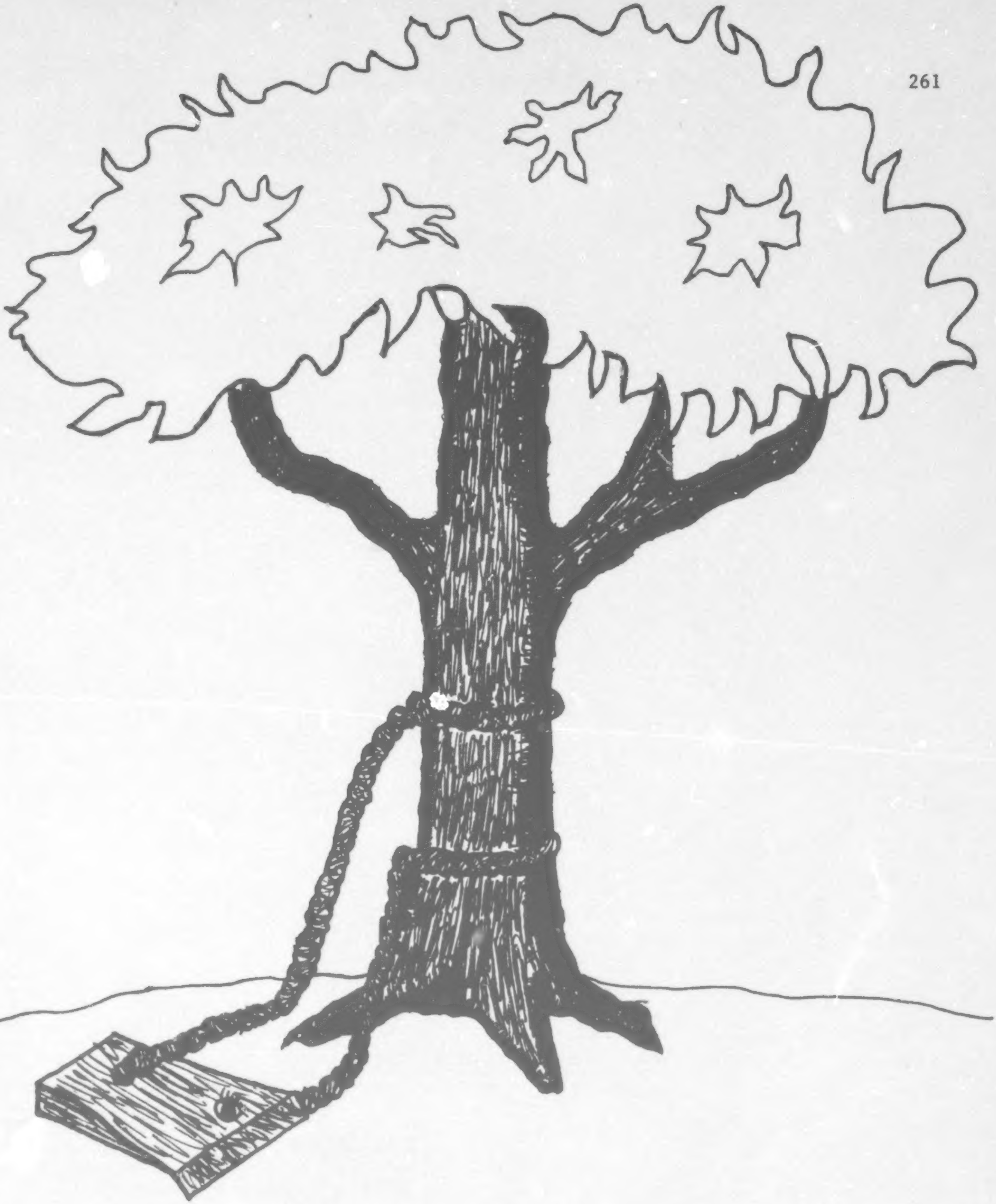


TESTING

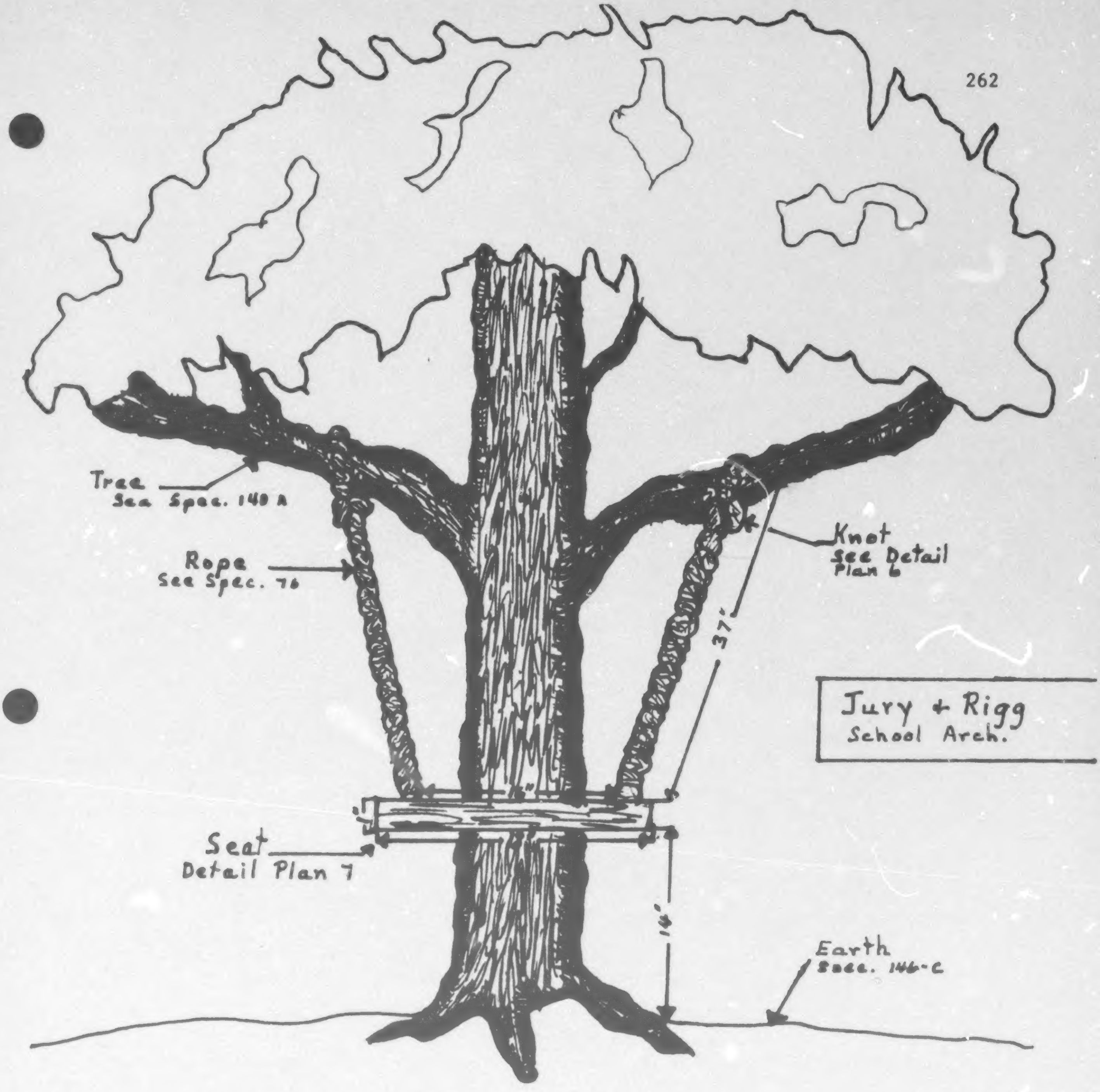
AS TEACHERS REQUESTED IT



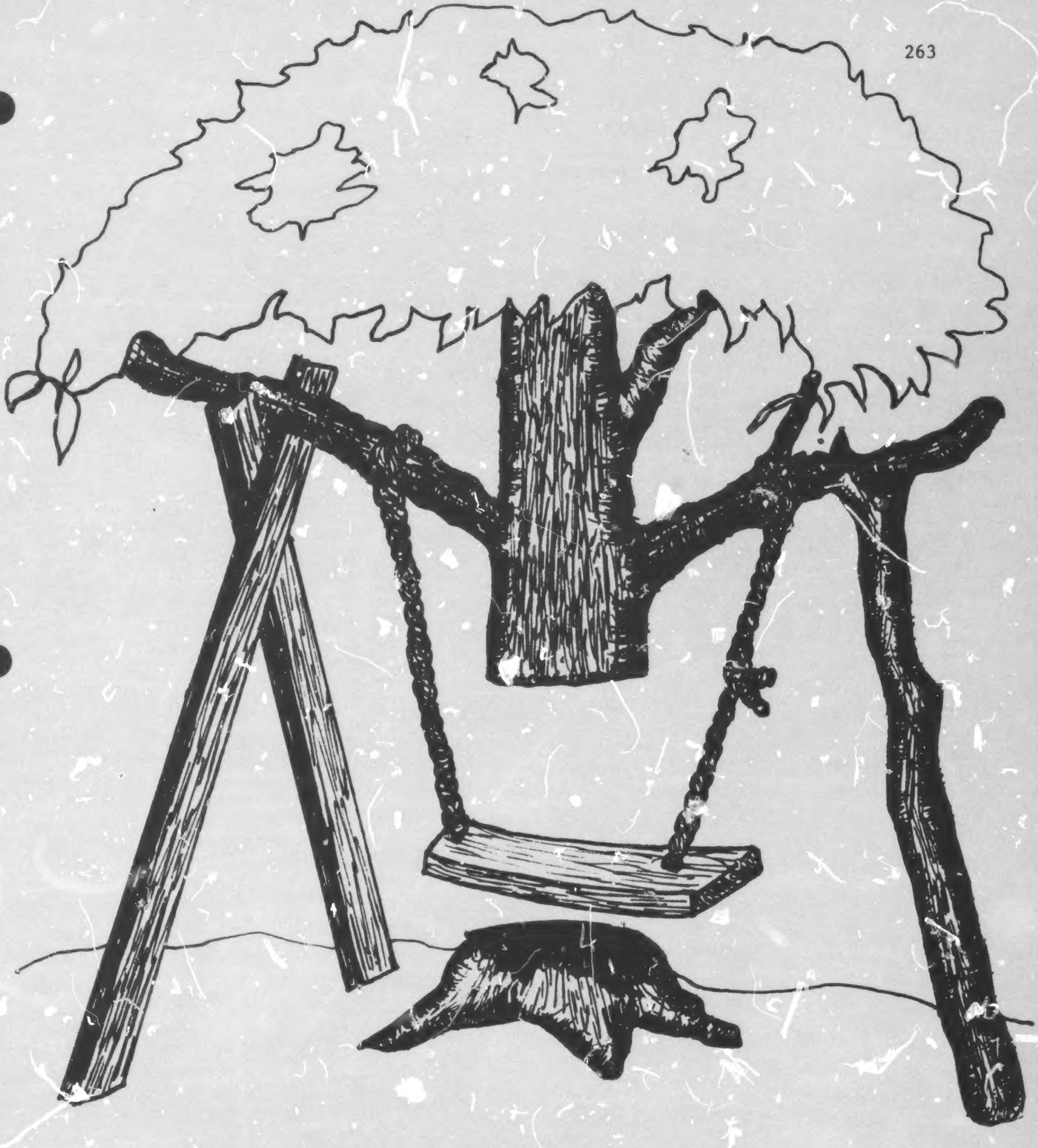
AS PRINCIPALS ORDERED IT



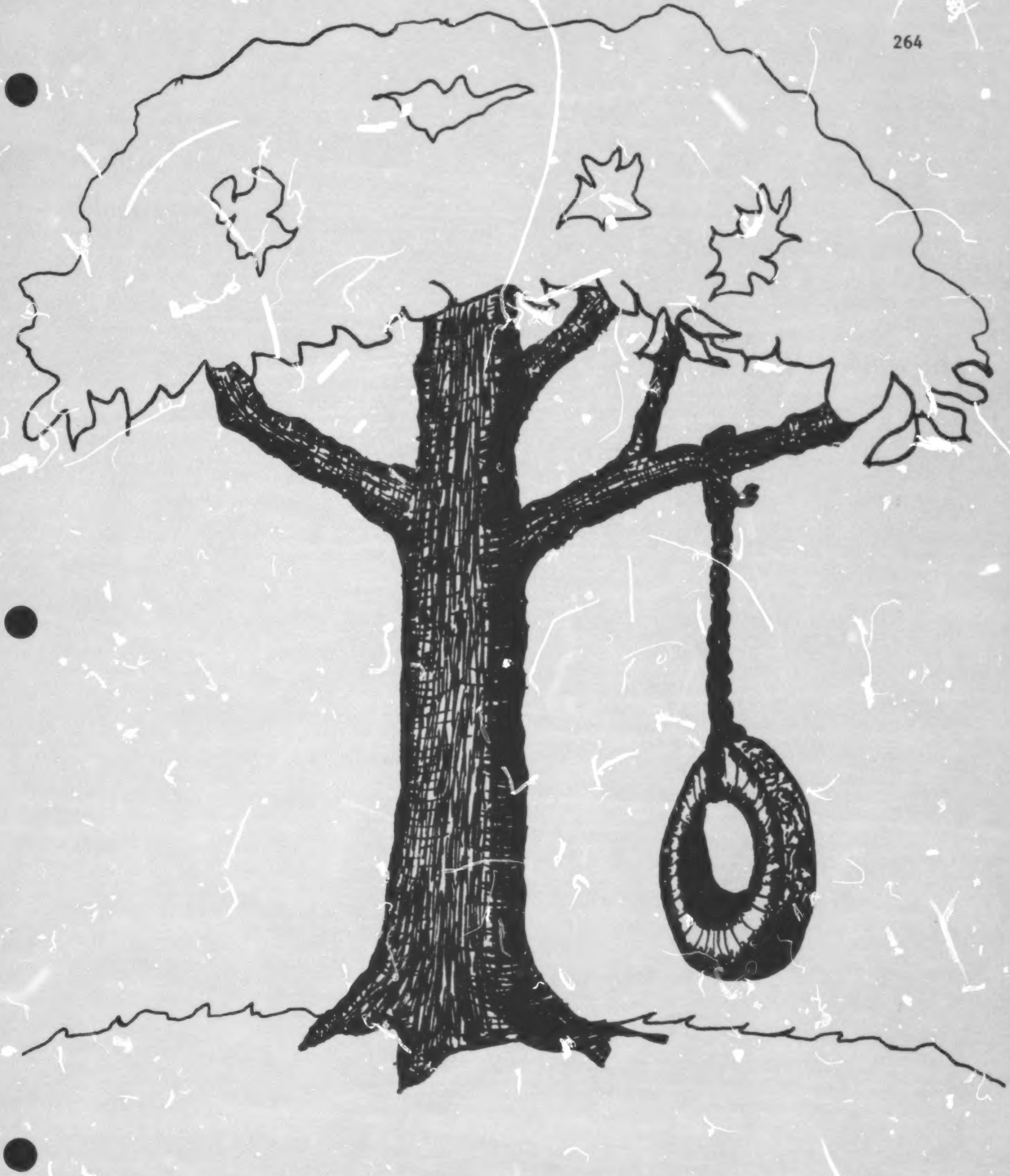
AS CENTRAL OFFICE DESIGNED IT


Tree
Sea Spec. 140 A
Rope
See Spec. 76
Knot
see Detail
Plan 6
37'
Jury + Rigg
School Arch.
Seat
Detail Plan 7
14'
Earth
Spec. 146-C

AS BOARD OF EDUCATION APPROVED IT



AS MAINTENANCE INSTALLED IT



WHAT THE STUDENTS WANTED

# APPENDIX E

## Audio-Visual Materials

Carlson, L., & Hamm, J. (Producers). *Whatever it takes*. Madison, WI: University if Wisconsin, 1978. (filmstrips and cassettes, $70.00).

Cashdollar, P., & Martin, J. *Kids come in special flavors workshop*. Dayton, OH: The Kids Come in Special Flavors Company, 1978. (workshop kit and supplement, $53.20).

The Council for Exceptional Children. *A free appropriate public education for all handicapped children*. Reston, VA: Author, 1976. (filmstrips and cassettes, $50.00, 54 minutes).

Kohfeldt, J., & Williams, L. A. *Adolescence and learning disabilities*. Mendocino, CA: Lawren Productions, Inc., 1975. (film, $385.00, 25 minutes).

Spinello, B. (Producer). *A day in the life of Bonnie Consolo*. Pasadena, CA: Arthur Barr Productions, 1978. (film, $275.00, 17 minutes).

Tindall, L. W., & Gugerty, J. J. *Better than I thought*. Madison, WI: University of Wisconsin, 1978. (set of filmstrips and cassettes: Disturbed? Who's disturbed?; Feel not good; Placement by disability; Rx for independence; Square peg, round hole; Txkx tx thx xpxn rxxd; Unaccustomed as I am...; Willing to try; set $[illegible].00, 18 minutes each).

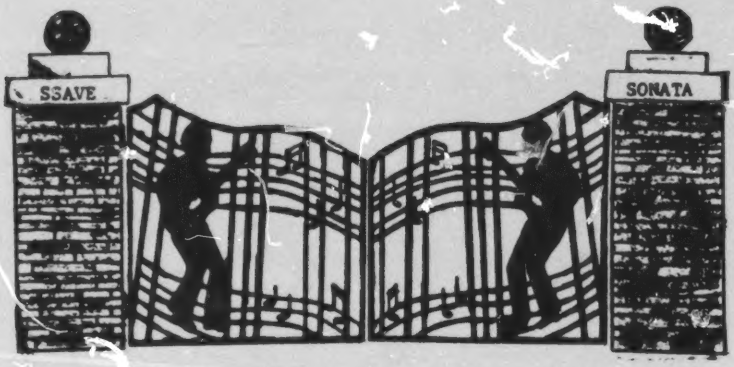
WGBH Boston's Office of Radio and Television for Learning. (Producer). *Working on working*. Washington, D.C.: Bureau of Occupational and Adult Education, 1979. (film, $185.00, 35 minutes).

Williams, L. A. (Producer/Director). *If a boy can't learn*. Mendocino, CA: Lauren Productions, Inc., 1975. (film, $385.00, 28 minutes).

Williams, L. A. (Producer/Director). *Whatever happened to Mike?* Mendocino, CA: Lauren Productions, Inc., 1979. (film, $220.00, 12 minutes).

# APPENDIX F

## SSAVE Sonata



(* denotes change of slide)

Numbers and letters
What are we going to do?
What about
94-142?

* LD, MR
What does all that mean?
Numbers and letters,
IEPs and M-Teams.

* S-S-A-V-E,
SSAVE is here today.
You'll know about those numbers
When you get on your way.

* We're here to help you;
You'll get the nack.
* Then you can go home
And lead the rest of the pack.

* Understand, understand
Who's the other guy?
Close encounters, close encounters
You'll understand why.

* Who are they? Who are we?
What's it all about?
* What's the difference? What's the difference?
You're gonna find out.

* Handicapping conditions
Always puzzle me.
If I knew the difference,
It wouldn't bother me.

* It's the law; it's the law.
142.
The government mandates
What we gotta do.

* IEP; IEP;
What's it mean to me?
Individualized teaching,
Easy as P-I-E.

* Are you guilty; are you guilty?
Let's try and see.
* Malpractice won't happen
If you've an IEP.

* Have you been wading
Up the big mainstream?
Without a paddle
It can be obscene.

* Evaluate?  Procrastinate?
What have all you done?
* State department will monitor;
It won't be much fun!

* Inservice, inservice,
The staff must all be trained.
* If you don't give them the bear facts,
Funds won't be maintained.

* We're here to help you;
You'll get the nack.
Then you can go home
And lead the rest of the pack.

* S-S-A-V-E,
SSAVE is here today.
You'll know about those special kids
When you get on your way.

* S-S-A-V-E,
* SSAVE is here today.
* You'll know about those special kids
* When you get on your way.

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# APPENDIX G

## Local Concerns

(as written by workshop participants)

## District 1 - First Tennessee District

### Education of Personnel

1. Inservice training for vocational teachers in teaching students with special needs.
2. Combine special education and vocational education inservice.
3. Inservice activities directed toward developing positive attitudes of all teachers (system wide) as to the capabilities of special education students...also directed toward developing awareness of the objectives of vocational programs.
4. Help vocational teachers realize students' strengths and weaknesses.

### Cooperation and Communication

1. Need more understanding and expertise among trade and industrial personnel on special needs of resource students.
2. Unified effort between vocational, special education, and academics.
3. Teacher attitude toward handicapped.
4. Student attitude toward vocational education.
5. Lack of understanding and communication among academic, vocational, and special education personnel.

### Curriculum

1. Specialized placement within state for severely handicapped (severely emotionally disturbed).
2. Three-hour block requirement.
3. Student does not qualify for special education, has problems, can't enroll in VIP because not in vocational program.
4. Determine grade level of vocational materials.

5. Lack of proper or adequate assessment for placement.
6. No VIP/VAP programs in some schools.
7. Need more definite pre-vocational programs.
8. Individualization of instruction after student is enrolled in a vocational program.

Funding

1. Funding cuts may cause vocational programs to be upgraded so much that some handicapped and disadvantaged students will be left behind.
2. Funding for new programs and personnel.

Miscellaneous

1. Clearer definition of exact purpose of vocational education in state.
2. Parent apathy.
3. Economic "pickup" to provide jobs for students.
4. Inadequate number of psychological testing personnel.
5. Lack of information on new students and length of time required to get it.
6. Early identification of special education students. (Help from public health, not given records.)
7. Employment opportunities for handicapped and disadvantaged students.
8. Teacher-student ratio in vocational programs.

## District 2 - East Tennessee District

### Education of Personnel

1. Training of regular teachers to work with special needs students.
2. Orientation of vocational teachers to meet special needs students.
3. Teacher training to work in more areas.
4. Understanding the guidelines of implementation of VAP curriculum.
5. Increase awareness of purposes of VIP/VAP among jr. high teachers.
6. Ability to plan activities so each individual may attain optimum development.

### Cooperation and Communication

1. Identification of student needs.
2. Effective communication of VIP/VAP guidelines.
3. Lack of up-front communication among all phases of education--vocational/academic/administrators/guidance--stop protecting "domains."
4. Doing a good job of writing IEPs.
5. Do state administrators who make regulations know what we're really doing in the high schools?
6. Vocational teachers who will not accept special needs students.

### Curriculum

1. Broadening present curriculum.
2. Keeping present programs.
3. More appropriate texts.
4. Meeting needs of all special students.
5. To select students by screening them out of a variety of courses instead of finding ways to include IEP students based on their limited abilities.
6. Lower skill classification programmed in existing courses of study. Ex: Muffler repair and installation, tire changing, etc.?

7. What is an alternative program for children unable to pass the proficiency test?

Miscellaneous

1. Placement coordinator.
2. Full-time supervisor.
3. Way of preventing high dropout rate.
4. Full-time coordinator.
5. Can we as school employees in the public trust realistically decide whose kids will get the very best we can offer and those who won't get it?
6. Why does vocational rehabilitation not accept students before age 17?
7. How to motivate children who know they will not pass the proficiency test.
8. How can one VAP teacher serve the vocational assessment and training needs of all VAP students?

## District 3 - Southeast District

### Education of Personnel

1. Inservice to provide better understanding of responsibility.
2. How to unite IEPs.
3. Interaction between vocational education and special education.
4. Improve teacher attitudes.
5. Inservice to provide vocational education teachers with information on special education (local, not state).
6. Inservice to provide information for observational procedures to determine progress of students in vocational programs.
7. Inservice to provide information on initiating and promoting effective communication for special education and vocational teachers.
8. Inservice to provide procedures for assessing needs of special students to determine appropriate vocational programs.

### Cooperation and Communication

1. Participation in M-Teams.
2. Understanding characteristics and needs of handicapped students.
3. Transfer of information between special needs and vocational education teachers.
4. Attitudes of vocational education teachers, academic teachers, and administrators.

### Curriculum

1. Arrangements for including vocational teachers in procedures of M-Teams and IEPs.
2. Need for coordinating special education program with vocational program.
3. Adjusting curriculum to meet needs of special students.
4. To individualize and coordinate.

Time

1. Reduction of waiting period between referral and verification.

Miscellaneous

1. More interaction between 8th grade and high school.
2. Correlation between special education and proficiency exam.
3. Mechanics of placing students in least restrictive environment.
4. Addressing needs of special populations such as deinstitutionalizing students.

## District 4 - Upper Cumberland District

### Education of Personnel

1. Lack of understanding between vocational education and special education.
2. Vocational teachers do not have expertise in dealing with special needs students.
3. Inservice needed.

### Cooperation and Communication

1. Opposition of academic teachers to vocational teachers.
2. Poor communications.

### Miscellaneous

1. Lack of slots in vocational programs.
2. Political considerations take precedence over what is best for the students.
3. Vocational teachers cannot give needed time to special needs students and still teach their load.
4. Organizational structure.
5. Acquire a self-contained VAP shop.
6. Coordination needed.

## District 5 - Midcumberland District

### Education of Personnel

1. Needed to maintain legal procedures.
2. Needed for vocational teachers concerning handicapping conditions and how to individually meet the needs of the students.
3. Needed for special education teachers about vocational classes and skills needed to be successful.
4. Needed for assessment of vocational needs.

### Cooperation and Communication

1. Needed between vocational education teachers and special education teachers; i.e., "total program."
2. Notification of changes being made in vocational courses.
3. Scheduled time for vocational instructors to meet.
4. Need materials for vocational instructors.
5. Understanding IEPs and when they must be filled out.
6. Inservice for all personnel to understand entire special education process and legal mandates
7. Lack of involvement of regular teachers.
8. Indifference of secondary principals to special education and vocational education.
9. More communication between special education and vocational personnel.

### Funding

1. Needed to serve new students.
2. Needed for "vocational" counselors.
3. Needed for aides.

Time

1. Needed for vocational education teachers in centrally located vocational centers to attend M-Teams at each community located high school in the system.
2. Needed to serve new students.
3. Needed for special education testing.
4. Needed to "get it together" for IEP.

Miscellaneous

1. The student who has failed historically but has yet to be referred for special education services.
2. Reverse discrimination; i.e., the student who does not qualify for special education services yet has needs that school systems are not meeting and adaptations are not mandated by law.
3. Distance between vocational centers and high schools.
4. The choice of the vocational class is not appropriate for the student (whether by student or parent choice).
5. The choice of appropriate vocational class not available.
6. The teacher and student need to be more comfortable and more natural together.
7. Using vocational education as a "dumping ground."
8. The student and teacher attitudes are not harmonious.
9. Parents are not involved enough.
10. Special needs class for moderately and severely handicapped students is needed.

## District 6 - South Central District

### Education of Personnel

1. Clarification of VIP guidelines.
2. Inservice programs given for special educators and vocational educators together.
3. Proper implementation of IEP in all areas.
4. Educate teachers to relate to and teach special students.

### Cooperation and Communication

1. Attitude change needed by vocational teachers to handicapped students.
2. Communication and coordination between vocational educators and special educators.
3. Need for supportive staff.
4. Lack of effective local leadership.
5. Lack of participation by involved person (parent, teacher).
6. Not enough community involvement.

### Curriculum

1. Equipping program facility to meet needs of special education student.
2. Need for methods/materials used to instruct special students.
3. Earlier screening for learning disabilities of special education students.
4. Not enough information present on pre-vocational interests.
5. Curriculum not written for low level students.
6. Recognize not all students are or should be college bound and conversely, not all students need to go to vocational school.

### Time

1. Teachers feel it takes too much time away from rest of class. Also time for paper work.
2. More time needed to work with special educators in developing IEPs.

Miscellaneous

1. Uncertainty of future requirements.
2. Lack of vocational guidance personnel.
3. Pre-vocational program - 8th and 9th.
4. Adequate in-class supervision (safety, individual instruction, and testing).
5. Understanding grading equality and treatment differences (least restrictive vs. restrictive).
6. Recognize teachers have different personalities and relate to students in different ways.
7. Recognize that not all slow learners are handicapped.
8. Maintaining the integrity of the high school diploma and meeting the needs of the handicapped student.

## Districts 7 & 8 - Northwest and Southwest Districts

### Education of Personnel

1. Inform regular vocational teachers about various methods of teaching special education students.
2. Awareness of vocational teachers of how to meet needs of special students.
3. Development of positive attitude of teacher toward special students.

### Cooperation and Communication

1. Communication between special education and vocational education and guidance counselors.

### Curriculum

1. Willingness of teachers to adapt curriculum to unique needs of special students (or ability of teacher).
2. Need for well structured vocational classes.
3. A need for vocational assessment for special education students.
4. Need to give vocational inventory prior to vocational placement.
5. Need for materials in the vocational-technical areas on lower reading levels.

### Funding

1. Funding for special education and vocational education.

### Miscellaneous

1. Vocational teachers need to understand that a special education student does not need to learn all course material.
2. Identification of special education students to vocational staff.
3. Teacher awareness of the special education student's characteristics in contrast to the label of "troublemaker."
4. Counselor should be aware of the job market.

## District 9 - Memphis Delta District

### Education of Personnel

1. Teachers' motivation and/or ability to develop program for special needs students.
2. Helping vocational teachers understand importance of M-Team.
3. Organize procedure for preparing teachers to meet needs of special needs students.
4. Necessity for inservice training for all teachers.
5. Educate teachers and administrators as to needs and means of meeting needs of special needs students (reduce fear of unknown).

### Cooperation and Communication

1. Attitude of principals and other administrators.
2. Attitude of state government toward vocational education and special education.
3. Attitude of guidance counselors toward special and vocational education students.
4. Attitude of all students.
5. Attitude of parents.
6. Teachers should be told of students with learning disabilities.
7. Administration concern and interest in problems of vocational education and special education students.
8. Instructors not wanting special needs students.
9. Attitude of some students not wanting to develop work habits.
10. Academic counselors need a broader view of vocational education.
11. Lack of being realistic in goals or objectives for special needs students.
12. Teachers generalize that students cannot learn.
13. Poor human relations toward special education students.

14. People in responsible positions should attend appropriate inservice.

15. Develop good cooperative working relationship between vocational and special education personnel.

16. Develop positive attitude in vocational teachers and special needs students concerning their needs for special help (VIP/VAP).

Curriculum

1. Coordinating of special needs programs with vocational education.
2. Not enough courses for limited ability students.
3. A plan devised to evaluate special needs students.
4. Instruction and/or curriculum not on level of special needs students.
5. Lack of flexible methodology for teaching special education students.
6. Lack of vocational counseling for students.
7. Develop long-range plans for special needs students by utilizing M-Team and IEP.

Time

1. Required for IEP.
2. For planning program for special needs students.
3. For M-Team meetings.

Miscellaneous

1. Graduation: grading, credits, diploma.
2. Number of students in classes.
3. Job placement for special needs students.
4. Discard notion that all students learn at same level and medium.
5. Lack of identification of special education students.
6. Funding.
7. Job placement not the responsibility of the teachers.

## APPENDIX H

## Workshop Notice

# PROJECT SSAVE

# ADMINISTRATOR'S WORKSHOPS

## A SPECIAL OFFER!

**WHO** ADMINISTRATORS - - - VOCATIONAL SUPERVISORS - -SPECIAL EDUCATION SUPERVISORS
COUSELORS - - PRINCIPALS

**WHAT** A workshop for school administrators funded by the Tennessee State Department of Education-Division of Vocational/Technical Education
Purpose: To provide state-wide inservice training to school administrators and counselors related to meeting the needs of special and disadvantaged students in vocational education

**WHERE** State Developmental District # 5--Mid Cumberland District
Hillsboro Senior High School
Hillsboro Road Nashville, Tennessee

**WHEN** NOVEMBER 12 & 13
8:30 a.m. - 4:00 p.m. November 12
8:30 a.m. - 12:00 p.m. November 13

**HOW** Please complete a registration card for each Principal, Vocational Supervisor, Special Education Supervisor and Guidance Counselor who will represent your system.
Return the registration cards for each representative by October 29, 1981
If you have questions, please call:

## PROJECT SSAVE

### Workshop Registration Card

County ____________________ Developmental District # ____________________

Name ______________________________________________________________

Position: Counselor ____ Vocational Director ____

Special Education Director ____ Principal ____

School Name ______________________________________________________

School Address: Street ____________________ City ____________________

Zip ____________________ Telephone ____________________

(attach to notice)